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**A Professional Research and Knowledge
Taxonomy for Youth Development:**

Educational Design

October 1987 - December 1989



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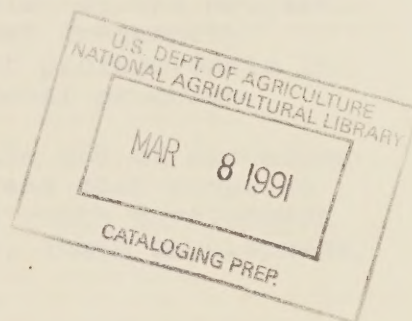
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**A Professional Research and Knowledge
Taxonomy for Youth Development:**

Educational Design

October 1987 - December 1989

Updates September 1989 issue



**Sandra L. Facinoli
Youth Development Information Center**



**Youth
Development**

The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the 4-H professional, research and knowledge base (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, A Professional Research and Knowledge Taxonomy for Youth Development: Educational Design, was created by using the identifier "4hprk educational design" during a search of the AGRICOLA database. Readers will find such subject matter as:

the Cooperative Extension Service and 4-H philosophy and mission, needs assessment, program design, program implementation, and program redirection.

In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the end of this bibliography for information on how to obtain copies of these items.

Youth Development Information Center
Established at the National Agricultural Library

One result of this tremendous effort has been the formation of a Youth Development Information Center. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals with accessing the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.

Availability of Cited Documents

Non-USDA Patrons

The materials listed in this bibliography are available on interlibrary loan through your local library. The librarian in your public, State, university or corporate library can assist you in obtaining materials either in your area or directly from the National Agricultural Library. Current charges are:

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Microfilm:	\$10 per NAL-owned reel of microfilm

Invoices are issued quarterly. Requests must comply with the National or International Interlibrary Loan Code. Questions about the availability of these materials may be directed to:

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The materials listed in this bibliography may be obtained by submitting one Form AD-245 for each item requested to your local Agency or Regional Document Delivery System Library or directly to the address above.

0001

Adult and continuing education through the Cooperative Extension Service /Warren Prawl, Roger Medlin, and John Gross ; edited by Brenda Mann Harrison. Prawl, Warren. ; Medlin, Roger.~Gross, John. Columbia, Mo. : Extension Division, University of Missouri-Columbia, 1984. 279 p. : ill. ; 23 cm. Bibliography: p. 275-279. (NAL Call No.: DNAL S544.P7).

Abstract: This book provides a description of the mission, methods and techniques of the Cooperative Extension Service. The CES in the United States is highly decentralized in management and program focus, although the central theme is helping local people solve their problems and achieve their goals. This publication discusses the principles of program development, conduct, and evaluation and provides an up-to-date overview of extension work in the United States. Any person trying to understand the CES or become a successful extension practitioner will find this book to be a valuable tool.

0002

The adult learner a neglected species /Malcolm Knowles.

Knowles, Malcolm Shepherd, 1913-. Houston : Gulf Pub. Co., Book Division, c1984. Includes indexes. x, 292 p. : ill. ; 24 cm. Bibliography: p. 257-277. (NAL Call No.: DNAL LC5215.K59 1984). **Abstract:** This third edition book examines the various theories of learning and how these are often the basis for adult teaching methods even though they are child learning theories. Knowles contends that techniques for teaching adults must differ from teaching children because adults bring motivations, goals, expectations and experiences which are different from those of children. This book covers theories of learning, androgogy, theories of teaching, applying theories of learning and teaching to human resource development. The book also contains select articles by Knowles and other authors. Included are case studies, learning styles, using learning contracts, the role of training in organization development and core competency diagnostic and planning guide.

0003

Adult learning through participation in rural community groups.

Whitmore, E. ; Sappington, H.W. III.~Compton, J.L.~Green, J.C. Medford, Mass. : Association of Voluntary Action Scholars. Journal of voluntary action research. Literature review. July/Dec 1988. v. 17 (3/4). p. 55-69. Includes references. (NAL Call No.: DNAL HV40.J68).

This study is part of a larger study which examined the development of leadership knowledge and awareness in rural communities. This part of the study focused on what adults learn through participation in community groups. The subjects of this study were 10 members of community groups located

in rural counties. All subjects participated in an open-ended, semi-structured interview. Transcripts were analyzed for statements of learning. A total of 259 learning statements in eight categories were identified. The categories are self, internal knowledge, internal skills, external knowledge, external skills, broader skills, special groups and issues, and learning about the learning process. The authors also discuss factors related to learning, including: social factors, local control, democratic procedures, and satisfaction.

0004

Adults as learners /K. Patricia Cross. Cross, K. Patricia 1926-. San Francisco : Jossey-Bass, 1981. Includes index. xxvi, 300 p. ; 24 cm. Bibliography: p. 265-287. (NAL Call No.: DNAL LC5219.C744 1981).

Abstract: "Adults as Learners" attempts to develop in its readers a philosophical base for addressing issues relating to adult learning. The author builds, through a holistic approach, a comprehensive understanding of adults as learners by presenting research from a wide variety of methodological orientations and then develops a framework for understanding and interpreting the research. Chapters One through Three are devoted to describing the adult learner through the use of relevant research and demographic data. A discussion of key issues confronting organizations offering adult learning opportunities is presented in Chapter Two. Chapters Four and Five are devoted to presenting an explanation of why adults participate in adult learning. Chapter Four consists of a synthesis of research in motivation for adult learning while Chapter Five introduces several theories explaining why adults choose to engage in learning projects.~ Chapter Six introduces an explanatory Chain-of Response Model for motivation for adult learning. The remainder of the book is devoted to an examination of what and how adults learn with focus on the learning process as a function of aging, adult stages of development, phases of the life cycle, and teaching methods and practice. A second major explanatory model is presented in Chapter Nine where a conceptual framework for analyzing the interactions between learners and their environments is presented.

0005

Analyzing "affective" goal statements. Stuart, J.A. ; Wallace, S.G. Jr. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. Nov/Dec 1988. v. 27 (10). p. 10-14. Includes references. (NAL Call No.: DNAL LB1028.5.N3).

The authors outline an approach to converting affective goal statements into useful learning products. Cited are some theory-oriented discussions that address the process. The authors present a 5-step goal analysis process developed

by Mager (1972) and expand on this concept with a 7-step procedure using a real-world affective statement. The procedure does not imply positive results in each situation but shows a progression from abstractions to performance statements. The authors present the procedure as a starting point and state that future research should identify a method to integrate current knowledge in the field as few techniques exist to define abstract learning goals.

0006

Anatomy of the heroin problem: an exercise in problem definition.

Moore, M.H. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Policy Analysis 2:4 (Fall 1976), p. 639-662. p. 263-280. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0007

Andragogy in action /Malcolm S. Knowles and associates.

; Knowles, Malcolm Shepherd,; 1913-. San Francisco : Jossey-Bass, 1984. Includes index. xxiv, 444 p. : ill. ; 24 cm. Bibliography: p. 423-433. (NAL Call No.: DNAL LC5215.A53 1984). Abstract: "Andragogy in Action" goes beyond the principles and models of andragogy introduced in the author's earlier works to bring together a collection of case descriptions of how andragogical principles have been employed in the field. In the book, thirty-six case examples, submitted by individual contributors, are presented along with a discussion focusing on both the positive outcomes and less successful facets of implementation. The book opens with an overview of the development of Knowles' theories of andragogy plus delineation of a set of basic assumptions and key elements of the andragogical model. The thirty-six case examples are then presented according to the institutional setting in which the programs were conducted.~ Chapters are organized according to institutional applications of andragogy as follows: business, industry, and government; colleges and universities; education for professions; continuing education for the health professions; religious education; elementary and secondary education; remedial education. Knowles concludes with his analysis of the overall effectiveness of andragogy across a wide variety of settings.

0008

Anxiety-inducing factors in competitive youth sports.

Scanlan, T.K. ; Passer, M.W. Washington, D.C. : Hemisphere Publishing Corporation, c1978. Psychological perspectives in youth sports / edited by Frank L. Smoll, Ronald E. Smith. This publication is not owned by the National Agricultural Library. p. 107-122. Includes references. (NAL Call No.: DNAL A00021).

A study which examines the perception of competitive youth sports as personally threatening and the effects of competitive youth sports self-esteem. 205 male soccer players age 11 and 12 were tested during the soccer season. Testing occurred at pre-season, pre-game, mid-season, post-game and post-season. Results indicated that pre-game anxiety is determined by competitive trait anxiety, self-esteem and player's expectations of their own and team's performances. Those youth who displayed high competitive trait anxiety, low self-esteem and low expectation experienced higher anxiety. Post-game anxiety is influenced by actual abilities demonstrated and the amount of fun the youth experienced. Capable performances resulted in less anxiety while the opposite was true. Also, the more fun the youth experienced resulted in less post-game anxiety.

0009

Asking questions /Seymour Sudman, Norman M. Bradburn.

Sudman, Seymour. ; Bradburn, Norman M. San Francisco : Jossey-Bass, 1982. Includes index. xvi, 397 p. : ill. ; 24 cm. Bibliography: p. 377-384. (NAL Call No.: DNAL H62.S796 1982). Abstract: The primary purpose of the book is to serve as a comprehensive guide to constructing questionnaires for data collection. The authors combine the use of well-established information collection methodologies as well as research findings in outlining a step-by-step process of questionnaire design from start to finish. The book is purported to have practical application to any individual involved in designing a questionnaire, but, particularly those in the fields of sociology, psychology, political science, evaluation, social work, marketing, advertising, and education. Chapter One introduces the central thesis of the book - that questions must be precisely worded if responses to a survey are to be accurate and the survey valid.~ Chapter One also discusses the issues of confidentiality, ethics, and the right to privacy as well as providing examples of good and bad questions. Chapters Two through Seven discuss the major issues to be considered in writing individual questions and constructing scales. Topics covered in these chapters include nonthreatening behavior questions, knowledge questions, attitude questions, wording and context, response options, and demographic questions. The remaining four chapters deal with the questionnaire as a whole and include discussions of item ordering, format, directions and instructions, design and administration, precoding, pilot testing, and revising. A summary of the steps involved in questionnaire construction is included in the final chapter.

0010

Attitudes of members and their parents about competition and pressure to win in 4-H for Clay County, Minnesota /by Sharon Louise Query.

Query, Sharon Louise. 1985. Thesis (M.S.)--North Dakota State University, 1985. Spine title: Attitudes of 4-H youth & parents about competition.~ Typescript (photocopy).~ Abstract (2 leaves) bound with copy. ix, 107 leaves : forms ; 28 cm. Bibliography: leaves 68-70. (NAL Call No.: NdFA S533.F66Q47 1985).

Abstract: This master thesis investigates the differences in attitudes about 4-H competition and the pressures to win between youth members and their parents of Clay County, Minnesota. 109 4-H members and their parents participated in this study by each filling out a questionnaire designed for the member or for the parent. The members are also divided by age; 9 to 11, 12, to 15, 16, to 19, to determine if any age differences occur. Results show that no significant relationships exist between 4-H members aging 9-15 and their parents concerning attitudes about competition. Positive relationship is indicated for older members' and their parents' agreement on the perception of the pressures to win. Additional results about members found that the majority of members prefer competitive activities, males displayed more competitive attitudes and desire for competitive activities than females, and members preferred trophies and cash awards for championship exhibits.~ Parents results include equally divided preference for competitive or cooperative activities for their children, a majority report they did not pressure their child to win, and earning was given as the reason why their child should participate in 4-H. An expanded study was recommended in order to compare results with other groups of 4-H members and their parents.

0011

AV instruction technology, media, and methods /James W. Brown, Richard B. Lewis, Fred F. Harclerod.

Brown, James W. 1913 Sept. 18-. ; Lewis, Richard Byrd,; 1908--Harclerod, Fred F. New York : McGraw-Hill, c1983. Includes index. x, 528 p. : ill. (some col.) ; 24 cm. Bibliography: p. 514-522. (NAL Call No.: DNAL LB1043.B7 1983).

Abstract: The text is designed to serve as a handbook of the principles and practice of AV instruction serving professionals and students in the fields of education, training, and communication. The book focuses not only on the use of various media but on the selection of appropriate media of instruction for a particular instructional situation. The first four chapters deal primarily with systematic organization of instruction and focuses heavily on the incorporation of media of all types into the instructional plan. The remaining 13 chapters of the text deal with the selection and use of individual media. Media discussed in

detail include chalkboards, displays, graphic materials, transparencies, photography, still pictures, audio materials, motion pictures, television, specimens, models, games, simulations, computers, newspapers and other print materials, and multimedia. In addition, six reference sections assist the reader in becoming skilled in the use various media as well as providing sources of additional information and materials.

0012

Bay projects--teaching youth resource awareness.

Fox, B.W. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Fall 1988. v. 59 (3). p. 31. ill. (NAL Call No.: DNAL 1 EX892EX).

Efforts to educate youth about natural resources in and around the Chesapeake Bay in Virginia have produced a series of 4-H project publications aimed at 12-14 year old youths. The publications contain a variety of teaching methods and activities intended to inform and challenge.

0013

Building bonds: Fostering intergenerational relationships for at-risk youth.

Freedman, M. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Mar/Apr 1989. v. 18 (2). p. 10-15. ill. (NAL Call No.: DNAL HV701.C51).

This article summarizes the results of a study designed to examine intergenerational relationships in at risk youth programs. The article begins by answering questions about the intergenerational relationships, including benefits for both youth and elders. Two case studies are included as examples. The author describes three factors crucial to the elders role in the program: autonomy, mandate and support. He also discusses principles which need to be considered in order to have an effective elder mentor program, including the one on one relationship, purposeful of the contact, basic rules of contact, and the environment. The author concludes with implications of this research for policy-making.

0014

Busy 4-Hers make better leaders.

Meyers, J.M. Madison : Extension Journal. Journal of extension. May/June 1978. v. 18. p. 10-14. Includes references. (NAL Call No.: DNAL 275.28 J82).

The results of the test conducted suggest participation in task-related competence training programs, as 4-H projects are designed to be, significantly increase leadership ability. The way the results are obtained allows us to compare the effectiveness of different projects and activities and the impact of changes in projects or activities. Identifying specific leadership skills and behaviors affect how we design projects and

programs for junior leaders, adult leaders, and staff. This study shows we don't need to rely on subjective judgements of personality to evaluate how effective youth programs are in developing leadership. Using this method we can provide quantifiable (and thus comparable), objective demonstrations of program effectiveness, and explore ways to improve selected programs. One of the designer's strongest points is it measures leadership behavior performed in a real task situation. Remember, this test was small and more studies are needed before we say all 4-H projects increase leadership.

0015

Can (and should) instructional design be automated?.

Gayeski, D.M. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. Nov/Dec 1988. v. 27 (10). p. 1-5. Includes references. (NAL Call No.: DNAL LB1028.5.N3). Computer technology has significantly aided the development of instructional materials. There is increasing attention given to ways to facilitate the design of instruction with software tools. An expanding field of potential authors with less knowledge of systematic design decisions may have the need for intelligent performance aids for effective content development and program design. The author describes some available systems, tools for facilitating content development and discusses issues and implications of the development or application of automated instructional design systems.

0016

Children in cooperation and competition toward a developmental social psychology / edited by Emmy A. Pepitone.

; Pepitone, Emmy Angelica Berger.; 1924-. Lexington, Mass. : Lexington Books, c1980. xxiv, 454 p. ; 24 cm. (NAL Call No.: DLC BF723.C69 C48DLC BF723.C69C48).

Abstract: An extensive research book into all aspects of cooperation and competition in children. Primarily the research presented is on elementary school children; however, the author does include materials on adolescents. Some chapters included are major research trends, role of similarity, social roles and family interaction and sex roles. A lengthy bibliography is included.

0017

Children in sport /edited by Richard A. Magill, Michael J. Ash, Frank L. Smoll.

; Magill, Richard A.-Ash, Michael J.-Smoll, Frank L. Champaign, Ill. : Human Kinetics Publishers, c1982. xvii, 309 p. : ill. ; 23 cm. Includes bibliographies. (NAL Call No.: DLC GV709.2 .C47 1982DLC GV709.2.C47 1982).

Abstract: This collection of essays cover the wide range of research into children and athletics from historical and future perspectives to the social context of athletes. Of particular

importance are the sections on readiness participation, psychological issues, and social processes. The first group contains three essays which discuss the concept of readiness in competitive sports and critical periods in the child's development. These periods can affect competition and achievement motivation in relation to competition. The seven papers about psychological issues of sport competition cover the bulk of the research into children and sports. Primarily the effects of competitive stress on behaviors are discussed and models designed to reduce this stress are presented. The last section includes two relevant essays about socialization of children into the sports world and about sex differences and family influences on this socialization.

0018

Citizen participation: characteristics and strategies.

Burke, E.M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Edmund M. Burke, A Participatory Approach to Urban Planning (New York: Human Sciences Press, p. 65-68), and the Journal of the American Institute of Planners 34:5 (September 1968), p. 287-294. p. 105-127. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0019

Classroom in the woods.

Wade, L. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 21. ill. (NAL Call No.: DNAL 1 EX892EX). A three year conservation education program in Alabama is described. This program involves 4-H as hands-on forestry-wildlife conservation experience.

0020

Community care and deinstitutionalization: a review.

Segal, S.P. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Work 24:6 (November 1979), p. 521-527.~ Literature review. p. 433-443. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0021

Community decision behavior: the culture of planning.

Bolan, R.S. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from the Journal of the American Institution of Planners, vol. 35, no. 5, September 1969. p. 209-224. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0022

A community model.

Warren, R.L. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Taken from: The Community in America, 3rd edition by Roland L. Warren. Copyright 1978 by Houghton Mifflin Company. p. 28-36. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0023

Community participation in bureaucratic organizations: principles and strategies.

Litwak, E. ; Shirot, E.~Zimmerman, L.~Bernstein, J. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Interchange, 1:4 (1970), p. 44-60. p. 70-91. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0024

Comparison of current planning theories: counterparts and contradictions.

Hudson, B.M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from the Journal of the American Planning Association 45:4 (October 1979), p. 387-398. p. 246-263. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0025

Competition: a cultural imperative?.

Elleson, V.J. Alexandria, Va. : American Association for Counseling and Development. The personnel and guidance journal. Dec 1983. v. 62 (4). p. 195-198. Includes references. (NAL Call No.: DNAL 275.8 V855).

An essay discussing the problems of competitions in American society. Since American society is faced with competitive attitudes in all facets of life, home, work, and play; how do members of the helping professions prepare people to cope with competition. This essay presents the research into competition and it's effect and the positive aspects of competition as well as the negatives. Also given are suggestions how to reduce the importance placed on competition.

0026

Competition in youth sports: process or products?.

Dubois, P.E. Indianapolis, Ind. : Phi Epsilon Kappa Fraternity. Physical educator. This publication is not owned by the National Agricultural Library. Oct 1980. v. 37. p. 151-154. Includes references. (NAL Call No.: DNAL A00017). This article discusses two types of competition--competition as a product and as a process. Given are the components of each as well as suggestions on how to make product competition more like process competition. This article is focused toward athletics, but can be adapted to other competition.

0027

Competitive stress and the youth sport experience.

Scanlan, T.K. ; Passer, M. Indianapolis, Ind. : Phi Epsilon Kappa Fraternity. Physical educator. This publication is not owned by the National Agricultural Library. Oct 1981. v. 38. p. 144-151. Includes references. (NAL Call No.: DNAL A00017).

Youth sports activities can create what is called competitive stress. Children develop this stress when they don't feel that they are meeting performance levels set by coaches, by the sport itself, or by themselves. It can occur at any point in the competitive activity. 205 boys from ages 11 and 12 were surveyed to determine when they felt stress during a competitive activity and what factors were involved. Also included are suggestions for coaches that will help to reduce stress in competition for children.

0028

A comprehensive expectancy motivation model: implications for adult education and training.

Howard, K.W. Washington, D.C. : American Association for Adult and Continuing Education. Adult education quarterly. Summer 1989. v. 39 (4). p. 199-210. Includes references. (NAL Call No.: DNAL LC5201.A38).

This article describes expectancy theory and the applications of this theory to adult education and training. First, the author presents the development of expectancy theory and summarizes results of previous research based on this theory. Next, he describes the development of a comprehensive expectancy motivation model. The three criteria of this model, description of variables, definition of the process, and influence of other variables are discussed. The author next highlights the implications of this theory for adults education and training in three stages: motivating initial involvement, motivating continued involvement, and motivating application of learning. Last, the author lists testable hypotheses based on this model.

0029

The concept of community: the short circuit of the mental health movement.

Panzetta, A.F. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Community Mental Health: Myth and Reality (Philadelphia, Pennsylvania: Lea & Febiger, 1972), Chapter 1, p. 1-22. p. 36-46. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0030

The conditions of effective implementation: a guide to accomplishing policy objectives.

Sabatier, P. ; Mazmanian, D. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer,

Harry Specht. Reprinted from Policy Analysis 5:4 (Fall 1979), p. 481-504. p. 388-403. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0031

The conditions of learning and theory of instruction /Robert M. Gagne.

Gagne, Robert Mills, 1916-. ; Gagne, Robert Mills,; 1916-. New York : Holt, Rinehart and Winston, c1985. Rev. ed. of: The conditions of learning. 3rd ed. c1977.~ Includes indexes. xv, 361 p. : ill. ; 25 cm. Bibliography: p. 331-349. (NAL Call No.: DNAL LB1051.G3 1985). Abstract: This book draws some general concepts from various learning theories in order to find a reasonable answer to the question, what is learning? The text describes how intellectual and cognitive activity takes place and how instruction may be designed to take advantage of these theories. Topics include: processes of learning, association learning, verbal information learning, and designing instruction for learning. References, author index, and subject index included.

0032

Conserving their future.

Gaudin, S. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Fall 1988. v. 59 (3). p. 13. ill. (NAL Call No.: DNAL 1 EX892EX).

A Vermont 4-H water conservation curriculum is designed for junior high school level. It combines computer programs and hands-on experiences in summer camp settings to help youth learn about water systems. This article reviews the program and discusses needed curriculum changes.

0033

Contracting for human services: an organizational perspective.

Kramer, R.M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. p. 421-432. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0034

Contributions of qualitative research to adult education.

Merriam, S.B. Washington, D.C. : American Association for Adult and Continuing Education. Adult education quarterly. Spring 1989. v. 39 (3). p. 161-168. Includes references. (NAL Call No.: DNAL LC5201.A38). This article reviews the contributions of qualitative research to adult education. First, the author gives examples of qualitative studies which have had an impact on the field. Research areas discussed include marginality, enrollment economy, service orientation, perspective transformation, participation, self-directed learning, educative activities of professional groups, and adult basic education. The author includes a section on the potential contribution of future qualitative research to this field.

0035

Cooperation and competition in the classroom.

Johnson, R.T. ; Johnson, D.W.~Bryant, B. Chicago, Ill. : The University of Chicago. The Elementary school journal. This publication is not owned by the National Agricultural Library. Dec 1973. v. 74 (3). p. 172-181. Includes references. (NAL Call No.: DNAL A00020). Another analysis of cooperative and competitive learning environments, this study researches how locus of control, cooperation, and competition interact. Tested are the following hypotheses: 1) majority of students regardless of whether they are internalizers or externalizers will view the classroom as competitive; 2) students regardless of whether they are internalizers or externalizers will prefer a cooperative classroom; and 3) externalizers will be more susceptible to anxiety and will want to be helped and directed by participants in this study. Results show that the majority of students reported their classroom environment as competitive, thus supporting hypothesis one. Also hypothesis two is supported as a majority stated a preference for a cooperative classroom. For hypothesis three, results did not significantly support the idea that externalizers would prefer a cooperative classroom although there was some indication for such a preference. The authors conclude that educators must be taught how to bring more cooperative structures in the classroom.

0036

Cooperative games: systematic analysis and cooperative impact.

Orlick, T.D. ; McNally, J.~O'Hara, T. Washington, D.C. : Hemisphere Publishing Corporation, c1978. Psychological perspectives in youth sports / edited by Frank L. Smoll, Ronald E. Smith. This publication is not owned by the National Agricultural Library. p. 203-225. ill. Includes references. (NAL Call No.: DNAL A00021).

The cooperative games concept has been developed to increase cooperation among people in and out of game situations. This article discusses how cooperative behavior has been increased in children through a cooperative games program. The study conducted observed 87 kindergartners divided into traditional games and cooperative games groups. Prior to the study, these two groups displayed similar levels of cooperative behavior. As the games program progressed the children in the cooperative games groups showed an increase in cooperative behaviors. This cooperative behavior was observed over time to be displayed in other activities other than the game situations.

0037

Designing evaluations of educational and social programs /Lee J. Cronbach with the assistance of Karen Shapiro.

Cronbach, Lee J. 1916-. ; Shapiro, Karen. San Francisco : Jossey-Bass, c1982 (1987 printing). Includes indexes.

xxiv, 374 p. : ill. ; 24 cm.

Bibliography: p. 340-358. (NAL Call No.: DNAL LB2806.C7 1982).

Abstract: The aim of this book is to present ways to plan and conduct evaluations that will accurately reveal how well programs are accomplishing their educational and social missions. Chapter One concerns the theory of evaluation in a political institution, with emphasis on the different styles of evaluative inquiry. Chapter Two offers three examples of evaluations of three different programs. A formal methodology for evaluations is presented in Chapters Three and Four, with importance given to external validity and internal validity, respectively. Chapter Five involves how the validity of an external inference is to be defended and what the pitfalls are, Chapter Six offers technical literature on the difficulties of statistical extrapolation, and Chapter Seven describes how to choose questions for evaluation. The controls available for strengthening internal validity discussed in Chapter Eight, while Chapter Nine discusses how to generate data that will help in extrapolations beyond the conditions directly studied. The book concludes with a chapter on how a researcher can do the best evaluation possible.

0038

Desirable athletic competition for children of elementary school age.

Washington D.C. : s.n. , 1968. viii, 28 p. : ill. ; 23 cm. Bibliography: p. 27-28. (NAL Call No.: DLC GV709.2 .A45DLC GV709.2.A45).

Abstract: Presented in this book is the policy statement on competitive athletics for children supported by the American Academy of Pediatrics and the American Association for Health, Physical Education, and Recreation. Also discussed are the various aspects of competition and children such as the purpose of competition, effects of competition on children, and the types of competition for children. Somewhat out-of-date; this book does provide background information into past research concerning elementary school age children and athletics.

0039

Development of a curriculum model for planning life skills for 4-H young people /Virginia C. Gobel.

Gobel, Virginia C. 1989. Thesis (Ph. D.)--Boston University, 1989. ix, 138 leaves : ill. ; 28 cm. Bibliography: p. 133-138. (NAL Call No.: DNAL S533.F66G6).

Abstract: This study covers the development of a model for curriculum planning for youth development programs in non-formal education programs. The development was identified with life skills (understanding self, communicating and relating with others, problem solving and decision making, using information, managing, and working with others). It identified guidelines for developing the model. As a base for planning youth development programs it

includes: mission and philosophy; life skills as outcomes; developmental levels; characteristics, needs, and tasks for youth; and description of an enabling structure. A review by 4-H professional staff indicated it to be appropriate for 4-H.

0040

Development of an approach to evaluate inbound 4-H international programs /by Lillian Larwood.

Larwood, Lillian. S.l. : s.n. , 1979. Thesis (M.A.Ed.)--Washington State University, 1979. Vita. x, 177 leaves ; 28 cm. Bibliography: leaves 57-58. (NAL Call No.: DNAL S533.F66L312).

Abstract: The purpose of this study was to develop an approach that can be used to evaluate inbound 4-H international programs. An evaluation approach was developed using Steele's concept of three essential elements -- criteria, evidence and judgements. The appropriateness of proposed criteria and information collection instruments were reviewed by a panel of state 4-H international program faculty members, and modifications in the criteria and instruments were made. The approach was tested using the 1978 LABO program in Montana (28 host families and 18 Extension faculty members). Judgements about the program -- using the evidence collected in relation to the stated criteria--were made by the LABO program administrator in Montana. A reexamination of the approach after it was tested (a) reaffirmed the choice of criteria, (b) supported the ability of the host families and Extension faculty members to supply useful evidence about the program, (c) supported the utility of selecting a program administrator to make judgements, and (d) suggested some modifications in the information collection instruments.

0041

Developmental and motivational perspectives on cooperative learning: a reconciliation.

CHDEAW. Slavin, R.E. Chicago, Ill. : University of Chicago Press. Child development. Literature review. Oct 1987. v. 58 (5). p. 1161-1167. Includes references. (NAL Call No.: DNAL RJ1.C3). Research on cooperative learning strategies has been done from 2 major theoretical perspectives, developmental and motivational. The developmental perspective, based on Piagetian and Vygotskian theories, holds that task-focused interaction among students enhances learning by creating cognitive conflicts and by exposing students to higher-quality thinking that is within their proximal zones of development. In contrast, motivational theories of cooperative learning emphasize that rewarding groups on the basis of the individual learning of all group members creates peer norms and sanctions favoring achievement-related efforts and active helping of peers. In the developmental view, incentives for group learning efforts are unnecessary or harmful, while in the motivationalist

view they are crucial to enhanced learning outcomes. This article reviews research bearing on both the developmental and the motivational perspectives, and presents a theory reconciling these perspectives that emphasizes the role of group rewards for individual learning in motivating students to provide high-quality assistance and elaborated explanations to their group-mates.

0042

Developmental study of exchange and blackmailing.

JGPYAI. Moessinger, P. Washington, D.C. : Heldref Publications. Journal of genetic psychology. This publication is not owned by the National Agricultural Library. Dec 1977. v. 131. p. 255-260. Includes references. (NAL Call No.: DNAL BF713.J68).

Discusses the development of bargaining and blackmail among three different age groups: 6-7 year-olds, 7-8 year-olds, 11-12 year-olds and 13-14 year-olds using a two person non-zero-sum game. The younger children displayed a give-and-take behavior, while the middle age children cooperated slightly different. The change occurred with the older children; they showed more competitive behavior by using blackmail as a form of completing the game. This study supports other studies which found younger children to be more cooperative than older children which are more competitive. There was little difference between the sexes.

0043

Distance education: its effectiveness and potential use in lifelong learning.

Clark, T.A. Washington, D.C. : American Association for Adult and Continuing Education. Lifelong learning. Jan 1989. v. 12 (4). p. 24-27. Includes references. (NAL Call No.: DNAL LC5201.L5).

Distance education "refers to formal study in which the teacher and learner are separate throughout the main mode of educational delivery." Examples of distance education are correspondence by mail; educational programs on television, radio, or by telephone; and home or individual study. Future medium for distance education is described. Course material is prepared by institutes of higher learning, businesses, government agencies, private industry, libraries, the military, ect. The authors address its cost and feasibility, and discuss when distance education might be most effective. Common objections and concerns about this learning method are also listed.

0044

Do we teach the way 4-H members learn /by Laurie A. Reh.

Reh, Laurie A. New York? : Cornell University Cooperative Extension Service?, 1987? . 51, 5 leaves : ill. : 28 cm. (NAL Call No.: DNAL S533.R43). Abstract: This research was conducted to determine the relationship between learning style preferences of 4-H

members and teaching style preferences of 4-H adult volunteers through the application of inventories to specific 4-H clientele. The goal of the study was to determine what constitutes an "ideal" educational environment for a very diverse 4-H audience. Seventy-one 4-H members between the ages of 12 and 19, and 26 4-H adult volunteers from two different county 4-H programs were involved. The Kolb learning style inventory, the Gregorc teaching style inventory, and the Hunt conceptual level model were used. This study showed that it is evident that 4-H volunteers preferred to teach in the way they preferred to learn and 4-H members preferred a highly structured environment. Also provided by this study is an understanding of various learning preferences, teaching styles, and educational environments.

0045

Don't slight communication: some problems of analytical practice.

Meltsner, A.J. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Policy Analysis 5:3 (Summer 1979), p. 367-392. p. 224-240. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0046

Dynamics of strategic relationships.

Torczyner, J. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social work, vol. 23, no. 6 (November 1978), p. 467-474. p. 168-180. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0047

Education and youth /edited and introduced by David Marsland.

; Marsland, David. London : Philadelphia : Falmer Press, 1987. ix, 221 p. : ill. : 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL LA635.E3). Abstract: This collection of writings on youth and education focuses on the problems of schools and the educational system and how these conditions may be improved. Topics include: the psychology of adolescence and its bearing on schooling; the effects of peer groups and youth culture; implications for curriculum and method; the need to get relevance and excitement into schools; and the importance of young people's expectations of employment as a result of schooling and the need for adults to treat them seriously.

0048

Education delivery methods preferred by adults who guide children /by Sam Clark.

Clark, Sam. S.l. : s.n., 1987? . "Paper presented at the meeting of the American Home economics Association Annual Meeting, Illinois" -- Abstract. 8 leaves : 28 cm. (NAL Call No.: DNAL LB2822.75.C5). Abstract: Purpose was to examine

preferences of child care providers for education delivery methods. Seven child-care-related target programs held in the Extension administrative areas of Iowa were followed by participant-completed evaluation and extra items about demographics and preferred delivery methods. Completed evaluation were obtained from 402 participants. Data were subjected to frequency analyses and to product moment coefficients of correlations. Taken as a whole the responding population is female, aged in the 30's, has two or more years of post-high school preparation, is employed outside the home at least part-time in some form of education endeavor, and resides in a town or small city. This population rates programs with live presenters (people programs) highest in preferred delivery methods. Face-to-face people contact is rated next highest. Electronic media are rated lowest but are still somewhat acceptable. Reading materials are rated below people programs but above electronic media methods. The data in this study support the value of continuing people as a major education delivery method.

0049

Effect of cooperative, competitive, and individualistic experiences on self-esteem of handicapped and nonhandicapped students.

Johnson, R.T. ; Johnson, D.W.~Rynders, J. Provincetown, Mass : The Journal Press. Journal of psychology. This publication is not owned by the National Agricultural Library. May 1981. v. 108. p. 31-34. Includes references. (NAL Call No.: DNAL A00013). This study of 18 non-handicapped and 12 trainable handicapped students shows that cooperative learning rather than individualistic learning or competitive learning promoted higher self-esteem in a learning experience. These students were placed in identical learning experiences.

0050

Effective communication media for potential minority 4-H youth in Franklin County as perceived by the county 4-H minority advisors /by Richardson Ayodele Koleade.

Koleade, Richardson Ayodele. 1985. Thesis (M.S.)--Ohio State University, 1985. vii, 63 leaves ; 28 cm. Bibliography: leaves 62-63. (NAL Call No.: DNAL S533.F66K6). Abstract: This study was to identify the communication media/method that could be effectively used by 4-H in reaching the minority youth of 4-H age residing in Franklin County (Columbus) as perceived by the county's 4-H minority advisors, and to describe the relationship between their perceptions and selected personological characteristics. All responding advisors were female and most between 35 and 39 years of age, two years of service was the most common length of service as an advisor, and most (92%) were black. The seven perceived highest ranking media were:

school visits, advertisements on "MIV" or children's channels, television feature programs on 4-H, ads on "rock" special feature programs. Correlations between personological characteristics and perceptions were not high and did not help explain to any great extent the variability in perceptions.

0051

Effective evaluation /Egon G. Guba, Yvonna S. Lincoln.

Guba, Egon G. ; Lincoln, Yvonna S. San Francisco : Jossey-Bass Publishers, 1981. Includes indexes. xxi, 423 p. : ill. ; 24 cm. Bibliography: p. 383-410. (NAL Call No.: DNAL AZ191.G8 1987). Abstract: The central purpose of the book is to propose and describe a method of evaluation keyed directly to the concerns of those with a stake in the results through the use of naturalistic methods of inquiry. Naturalistic methods are those methods by which truths are established through a qualitative field-based inquiry rather than a predetermined experimental approach. Part One of the book is devoted to analyzing a number of models for evaluation including those advanced by Tyler, Stufflebeam (CIPP), Stake, and Scriven.~ Part Two is devoted to introducing and comparing the nature of various paradigms of inquiry and advocates the use of the naturalistic paradigm, rather than a scientific one for investigation of issues involving human behavior. Part Three introduces the reader to the utilization of qualitative research methodologies. Topics covered in Part Three include the evaluator as an instrument, interviewing, observation, interpretation of nonverbal cues, and using unobtrusive means and documents. Part Four introduces the actual steps in carrying out a naturalistic, responsive evaluation and includes discussion of such issues as initiating and organizing the evaluation, identifying key issues and concerns, gathering useful information, and reporting results and recommendations.

0052

Effectiveness of time-out: a comparison of psychiatric, correctional and day-treatment programs.

Crespi, T.D. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 805-811. Includes references. (NAL Call No.: DNAL HQ793.A44). The effectiveness of a time-out intervention for adolescent psychiatric patients, adjudicated (delinquent) youth, and behaviorally disordered youngsters was explored in this study. The research was conducted in three psychiatric hospitals for children and adolescents, a facility for adjudicated youth, and in a day-treatment program. Utilizing a comparative outcome model, 813 occurrences of time-out with 274 youth were investigated in order to assess levels of effectiveness. The results indicated that time-out had a significant impact, and the use of a

child-care specialist as time-out monitor improves overall effectiveness. Important implications for practicing professionals and clinical researchers are noted.

0053

The effects of cooperative, competitive, and individualistic experiences of interpersonal attraction among heterogeneous peers.

Cooper, L. ; Johnson, D.W.~Johnson, R.~Wilderson, F. Provincetown, Mass. : The Journal Press. The Journal of social psychology. This publication is not owned by the National Agricultural Library. Aug 1980. v. 111. p. 243-252. Includes references. (NAL Call No.: DNAL A00012).

This article examines how positive interpersonal attraction can be improved between two groups who have been prejudiced towards each other. These groups can be ethnic groups, male-female groups, or non-handicapped-handicapped groups. A sample of 30 males and 30 females of whom 41 were white, 19 black, and 12 handicapped obtained results that showed cooperative situations improved positive attractions between different groups. Competitive situations, if developed carefully, also improved relationships.

0054

Effects of cooperative, competitive, and individualistic goal structures on achievement: a meta-analysis.

Johnson, D.W. ; Maruyama, G.~Johnson, R.~Nelson, D. Washington, D. : American Psychological Association, Inc. Psychological bulletin. Literature review. Jan 1981. v. 89 (1). p. 47-62. Includes references. (NAL Call No.: DNAL BF1.P75).

This article examines 122 existing studies concerning the effectiveness cooperation with and without intra-group competition, inter-personal competition, and individualistic goal structures, by using a meta-analysis. Three types of met-analysis are performed: vote method, effect-size method, and z-score method. Results indicate that cooperation is superior to competition and individualistic efforts for increasing achievement and productivity, cooperation without inter-group competition is better than cooperation with inter-group competition, and no significant differences occur between interpersonal competition and individualistic efforts on achievement and productivity. The authors conclude that these findings should have significant impacts for education and industry.

0055

Effects of cooperative, competitive, and individualistic learning on students' achievement in science class.

Humphreys, B. ; Johnson, R.T.~Johnson, D.W. New York, N.Y. : John Wiley & Sons, Inc. Journal of research in science teaching. This publication is not owned by the National Agricultural Library. May 1982. v. 19 (5). p. 351-356.

Includes references. (NAL Call No.: DNAL A00019).

This study of 44 ninth graders in physical science classes attempts to analyze the effects of cooperative, competitive, and individualistic teaching on achievement and attitudes. The students were taught the same units of instruction but in three different learning environments. In all cases cooperative learning resulted in higher achievement, more retention, and regeneration than competitive learning but resulted in less positive attitudes than competitive learning. If interest in science is to be increased then teaching science must be done in a cooperative setting.

0056

Effects of cooperative reward structures and individual accountability on productivity and learning.

JEDRAP. Slavin, R.E. ; Tanner, A.M. Bloomington, Ill. : Public School Publishing Company. Journal of educational research. May/June 1979. v. 72 (5). p. 294-298. Includes references. (NAL Call No.: DNAL 275.8 J824).

An investigation into the effects a cooperative reward structure and individual accountability as it relates to learning. The forty-six high school students who participated in this study are divided into three groups. The groups are studied together and took the quizzes separately, studied and took the quizzes together, and studied and took the quizzes alone. Results show that high individual learning and accountability does not improve learning as expected. The greatest productivity and learning occur in the second group where the students studied and took quizzes together. There is no significant learning differences between cooperative groups of high individual accountability and low individual accountability.

0057

The effects of cooperatively and competitively structured learning environments on inter- and intrapersonal behavior.

CHDEAW. Crockenberg, S.B. ; Bryant, B.K.~Wilce, L.S. Chicago, Ill. : University of Chicago Press. Child development. This publication is not owned by the National Agricultural Library. June 1976. v. 47 (2). p. 386-396. Includes references. (NAL Call No.: DNAL RJ1.C3).

An investigation into how competitive and cooperative learning situations impact inter- and intrapersonal behaviors. Hypotheses to be tested include (1) non-winners will harbor ill feelings towards the winners in like learning situation, (2) females will be more helpful and willing to share than males regardless of the learning setting, (3) non-winners in competitive events would enjoy the experience less and feel less competent, and (4) non-winners will reward themselves more than winners in competitive events while winners in cooperative events will

reward themselves less than competitive winners. Participants are 180 fourth graders evenly divided between boys and girls. Results show that hypothesis 1 is supported by boys but not girls in that boys showed the lack of goodwill towards the winners of a competitive event more so indicate that winners in competitive events enjoyed the competition more than non-winners, thus hypothesis 3 is supported. Hypothesis 4 receives some support since non-winners, thus hypothesis 3 is supported. Hypothesis 4 receives some support since non-winning boys in competitive events rewarded themselves more prizes than females in the same condition and more than competitive winners. However, the expected result in the cooperative events did not occur as boys view winning in cooperative events similar to failure. The authors conclude that this finding is the result of boys being more socialized competitively than girls. Overall the effects of competitive events differ for winners and non-winners and for boys and girls.

O058

Effects of rewards on changes in children's motivation for an athletic task.

Thomas, J.R. ; Tennant, K.L. Washington, D.C. : Hemisphere Publishing Corporation, c1978. Psychological perspectives in youth sports / edited by Frank L. Smoll, Ronald E. Smith. This publication is not owned by the National Agricultural Library. p. 123-144. ill. Includes references. (NAL Call No.: DNAL A00021).

This study attempts to answer the question of "Does a non-contingent reward undermine performance in an athletic task?" "Are the effects of a non-contingent reward different from contingent rewards?" and "Are the effects of these rewards related to age?" To examine these questions, 424 boys ages 5, 7, and 9 years old were observed in athletic tasks. These boys were divided into four groups; control group (no rewards), contingent rewards, were divided into four groups; control group (no reward), contingent rewards, non-contingent rewards, and unexpected rewards. Performances were then analyzed. Results indicated some answers for these questions. In the non-contingent reward groups, the younger boys perceived the reward as a bonus for participation while older boys considered it a bribe to participate. The contingent reward groups showed little effect since the reward was understood to be based on their performance. Unexpected reward groups experienced no effects.

O059

The elements of character mission content of American youth organizations since 1880 / Judith B. Erickson.

Erickson, Judith. S.l. : s.n., 1986? . "Annual meeting of the Midwest Sociological Society, Des Moines, Iowa, March 1986.". 27, 18 leaves : ill. ; 28 cm. Bibliography: leaf 28. (NAL Call

No.: DNAL HS2723.E7).

Abstract: Two research questions were addressed in this paper. They were: 1.) Is it possible to discern facets of the dual nature of adult-sponsored organizations for youth through an analysis of the content of their mission statements (directed to adults) and of their pledges/laws/etc., directed to the young members and, 2.) Would a similar analysis of a succession of mission statements and laws of several successful organizations reveal patterns in the adjustments made over time. The focal organization was Boys Scouts of America, but other groups were studied including 4-H. The Minnesota Contextual Content Analysis program was used to classify textual material into four general context categories: traditional, practical, emotional, and analytic.

O060

Evaluating social interventions: a conceptual schema.

Perkins, D.N.T. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Evaluation Quarterly, vol. 1, no. 4 (November 1977) p. 639-656.~Literature review. p. 314-327. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

O061

Evaluating with validity /Ernest R. House.

House, Ernest R. Beverly Hills, Calif. : Sage Publications, c1980. 295 p. : ill. ; 23 cm. Bibliography: p. 287-294. (NAL Call No.: DNAL H62.H64).

Abstract: This book is designed to help individuals interested in the science of evaluation to broaden their understanding of key approaches to evaluation. This book is designed to serve as a detailed taxonomy of modern evaluation and provides an in-depth look at eight basic models of evaluation. Each model is evaluated in terms of its appropriateness and applicability under various situations as well as its relative strengths and weaknesses. Major evaluation approaches discussed include systems analysis, behavioral objectives, decision-making, goal free, art criticism, professional review, quasi-legal, and the case study. The concept of meta-evaluation is introduced as each approach is analyzed.

O062

Evaluation a systematic approach /Peter H. Rossi, Howard E. Freeman.

Rossi, Peter Henry, 1921-. ; Freeman, Howard E. Beverly Hills : Sage, c1985. Includes indexes. 423 p. ; 24 cm. Bibliography: p. 401-414. (NAL Call No.: DNAL H62.R6 1985).

Abstract: Evaluation: A Systematic Approach would be most useful to program developers and evaluators or students of social research. As the title indicates, the book helps the program administrator or evaluator systematically look at the evaluation process and techniques in relation to the total program

development process. An important chapter is one that helps practitioners or evaluators recognize that evaluations must be tailored to the program for effective fine-tuning and refinement. An underlying function of this book is helping the program developer and administrator become more accountable for program results. The chapter Program Monitoring and Accountability helps in the assessment of whether or not the program is reaching the appropriate target population and whether or not the delivery of services is consistent with program design specifications. The purpose and value of various monitoring techniques are identified.~ Strategies for Impact Assessment is a chapter that highlights the critical issues of impact evaluations. The authors indicate the difficulties of determining whether a program produces more of an effect, or outcome, than would have occurred either without the intervention or an alternative one. Three chapters follow this introduction to impact evaluation providing the evaluator a complete synopsis of research designs for impact assessment, with one chapter devoted to measuring program cost effectiveness. These chapters provide a good presentation of research designs from within the context of evaluating social service and educational programs. The concluding chapter provides the rationale and reasons for program evaluation use. A major contribution in this chapter is how to reduce conflict between the evaluator and the stakeholders or policy makers using the results. Additionally, five specific guidelines are discussed for maximizing the use of evaluation results.

0063

Evaluation and educational programming of deaf-blind/severely multihandicapped students sensorimotor stage /by Carroll J. Jones.

Jones, Carroll J. Springfield, Ill., U.S.A. : Thomas, c1988. Includes index. xvii, 295 p. ; 27 cm. Bibliography: p. 279-286. (NAL Call No.: DNAL HV1597.2.J6).

Abstract: This book provides a teacher-training text and resource volume for teachers and other professionals working not only with deaf-blind/severely multihandicapped children, but also with children of any handicapping exceptionality functioning within the sensorimotor stage of development. This work includes detailed diagnostic information so that the teacher will understand the physical, mental, social, and educational status of the student. Programming materials to assist the teacher in planning for skill development based on the specific deficits of the child in relation to the skills needed are provided. The text focuses on evaluation and programming of vision, hearing, secondary senses, motor development, cognition, receptive/expressive language and social/emotional development.

0064

Evaluation of the Minnesota Pilot of the Congressional Award Program /by Diane Hedin, Paula Simon and Joyce Walker.

Hedin, Diane. ; Simon, Paula.~Walker, Joyce. St. Paul, Minn. : Center for Youth Development and Research, University of Minnesota, 1982. Cover title.~ "September 1982.". 190, 6 p. : forms ; 28 cm. (NAL Call No.: DNAL HQ796.H4).

Abstract: In 1981 the Center for Youth Development and Research, University of Minnesota, was asked to evaluate the Minnesota Pilot of the Congressional Award Program. The Congressional Award Program was established to promote initiative, achievement and excellence of youth through public service, personal interests, physical fitness, and expedition. The purposes of the study were to: (1) Provide information to staff and board of the Minnesota Pilot Program both as a basis for program improvement and as a documentation of the implementation process. (2) Provide information to the national staff and board to assist them in identifying the strengths and weaknesses of the Minnesota Pilot in order to make objective recommendations regarding the future of the Congressional Award. This report investigated the following issues: the mission and purpose; demographic information about participants; drop-outs from the program; demographic information about advisors; involvement and experiences of advisors; training of advisors; the process of outcomes-of goal-setting; the marketing system; and program costs.

0065

An evaluation of the National Youthworker Education Project a summary report /Judy Corder-Bolz, D. Susan Wisely.

Corder-Bolz, Judy. ; Wisely, D. Susan. S.l. : s.n., 1980? . "September 1980.". 50 leaves ; 28 cm. (NAL Call No.: DNAL HS3353.C6).

Abstract: The National Youthworker Project came into being as a three-way partnership between the Center for Youth Development and Research at the University of Minnesota; eight girl-serving organizations and the Lilly Endowment. The project was national in scope and was to study the needs, concerns, and aspirations of young women. This summary report presents, in a very condensed form, some of the conclusions gleaned from the 400 page final report. The research findings have also been distributed as a paperback book, *Young Girls A Portrait of Adolescence*. The eight girl serving organizations studied were: Camp Fire Girls, Girls Club, Big Sisters, Red Cross, Girl Scouts, YWCA, National Federation of Settlements, and 4-H.

0066

Evaluation report of the National Leadership Conference Camp Pin Oak, Missouri, Camp Miniwanca, Michigan, June, July 1982 /submitted by Dan Conrad.

Conrad, Daniel, 1938-. 1982. Cover title.~ "October 1982.". iii, 52 p. ; 28 cm. (NAL Call No.: DNAL BF637.L4C6). Abstract: The purposes of this evaluation are first to assess the degree to which the formal objectives of the National Leadership Conference (NLC) were accomplished. Secondary, was to understand the operational meaning of the announced objectives. The third purpose was to try to determine what functions, elements, or combination of elements contributed most strongly to the attainment of the above. The extent was to both summative and formative: to provide objective assessment of the outcome of the NLC experience, and to provide information for future development of the program itself. There were various methods of collecting data: participant observation and interviews, questionnaire polls, an formal test. The overall conclusion of the study was that the results of the study called for no change in the model used by the National Leadership Conference.

0067

Evaluation research methods for assessing program effectiveness /Carol H. Weiss.

Weiss, Carol H. Englewood Cliffs, N.J., : Prentice-Hall, c1972. xii, 160 p. ; 23 cm. Bibliography: p. 129-154. (NAL Call No.: DNAL H62.W4). Abstract: This book holds as its central premise the notion that effective and meaningful evaluation is achieved through utilization of social science research methodologies but conducted in an action context. The book is designed to function as a basic text in evaluation of social programs for both undergraduate or graduate students. Topical areas dealt with in a chapter by chapter approach include purposes of evaluation, formulating the question and measuring the answer, design of the evaluation, the turbulent setting of the action program, and utilization of evaluation results.

0068

An examination of 4-H youths' needs and interests, and implications for State Conference /by Tarri Lou Rude.

Rude, Tarri Lou. 1987. Thesis (M.A.C. Ed.)--Washington State University, 1987. Cover title.~ Photocopy. x, 99 leaves : ill., map ; 28 cm. Bibliography: leaves 71-72. (NAL Call No.: DNAL S533.F66R82). Abstract: The purpose of this study was to determine the needs and interests of teens in 4-H and whether State Conference is meeting those needs and interests, then develop recommendations that incorporate this information. The findings indicate that 4-Hers are very interested in issues of male/female relationships, drugs and alcohol, teen/parent relations, child abuse, nuclear war and crime. Respondents were

asked to rank 3 activities in order of their interest and involvement: (1) 4-H projects, (2) county and state fairs, (3) conferences. The majority rated projects first, fairs second and conferences third. However, those who had attended Conference before tended to rank it higher. Of those who had attended Conference, 90% said it was a good experiment although a number said the cost of conference was a problem.~ Twenty-Four (24%) of those respondents who had never attended Conference but were aware of it said that the cost of Conference was a deterrent to their attendance. Recommendations are made regarding State Conference (cost, marketing and programming), 4-H in general (recordbooks and educational programming), and needs further study.

0069

Executive summary of the final report of the experiential education evaluation project /by Dan Conrad and Diane Hedin.

Conrad, Daniel, 1938-. ; Hedin, Diane. St. Paul, Minn. : Center for Youth Development and Research, University of Minnesota, 198-?. Cover title: Executive summary, experiential education evaluation project. 48 p. ; 28 cm. Bibliography: p. 48. (NAL Call No.: DNAL LB1027.C6).

Abstract: The specific purposes of this study were: To define experiential education and develop a typology of programs; to assess the impact of experiential education programs on the psychological, social and intellectual development of secondary school students; to identify existing measures and instruments ad to design new ones for assessing these outcomes; and to use this data to identify the program variables and practices that are most effective in facilitating student development. The pre-post test data show that experiential education programs can have a positive impact on students' psychological, social and intellectual development. Students in experiential programs tended to increase significantly, both in absolute terms and in relation to students in classroom programs, in the major scales employed in the study. On every scale in the study there were differences among the experiential programs. It was found that the most powerful predictors of growth were characteristics of the experiences of individual students.

0070

Factors associated with 4-H youth's interest in sewing /by Martha Roberts Hartley.

Hartley, Martha Roberts, 1947-. 1984. Thesis (M.S.)--West Virginia University, 1984. Typescript (photocopy)~ Vita. vii, 78 leaves : form ; 28 cm. Bibliography: leaves 66-69. (NAL Call No.: DNAL S533.F66H323).

Abstract: The purposes of the study were to survey West Virginia 4-H youth to ascertain if they were interested in sewing, and whether they perceived adult help was available to support this interest. The participants included 494

female members ages 9-21 attending 4-H camps in four West Virginia counties. Two-thirds of the respondents indicated that they had an interest in sewing, yet 46% of the sample with expressed interest in sewing were not enrolled in 4-H clothing projects (p. 01). Forty-two percent of the respondents had never enrolled in a 4-H clothing project although they were interested in sewing. Seventy-eight percent of those who had taken home economics classes in school responded positively to that sewing experience. Support for sewing was provided by mothers in the home, 80% of whom did some sewing with additional support from grandmothers, 41% who sewed. Youth reported grandmothers sewed more than mothers. This study suggests further research be completed to determine motivational factors such as the types of garments and other sewing activities that are of interest to youth.

0071

Factors that affect learning among minority youth a partial bibliography /James A. Vasquez.

Vasquez, James A. Los Angeles : Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1981. iii, 277 p. ; 21 cm. (NAL Call No.: ICIU Z5814.M5V37).

Abstract: This bibliography of materials related to minority youth covers the years 1950 to 1979 and includes materials on values, family and socialization practices, self-concept, cooperation and competition as achievement factors, sex roles, role models, peer influences, teacher/student expectations, and instructional strategies. The chapter on cooperation and competition (p. 162-176) provides a good historical listing of materials, many of which have not been included in this annotated bibliography because of the date of the research.

0072

Fear of failure, fear of evaluation, perceived competence, and self-esteem in competitive-trait-anxious children.

Passer, M.W. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. 1983. v. 5. p. 172-188. Includes references. (NAL Call No.: DNAL A00016).

This research article examines both high and low competitive-trait-anxious children to determine if fear of failure, fear of evaluation, and perceived competence and self-esteem provide the greatest anxiety in competition. 136 male soccer players, prior to the beginning of the season were given questionnaires to determine their level of competitive-trait-anxiety. The greatest threats to high competitive-trait-anxious boys are the fear of failure and fear of evaluation, which supports the hypothesis. However, the competitive-trait-anxious boys felt their abilities were equal to the low

anxiety boys.

0073

A feasibility study core subject matter programming in 4-H : one approach to determining program priorities /by Glatha Jean Szabadi.

Szabadi, Glatha Jean, 1940-. 1982. Typescript (Photocopy).~ Thesis (M.S.)--Cornell University, 1982. ix, 126 leaves : ill., forms ; 28 cm. Bibliography: leaves 125-126. (NAL Call No.: DNAL S534.N7S9).

0074

Final evaluation report of Youth Experiencing Success (Project SAY YES) /submitted by Dan Conrad.

Conrad, Dan. St. Paul, Minn. : National Youth Leadership Council, Center for Youth Development and Research, University of Minnesota, 1982. 57 leaves : 28 cm. (NAL Call No.: DNAL HS2725.A3C6).

Abstract: This is the report of an evaluation effort of the Youth Experiencing Success (Y.E.S.) project. The Y.E.S. project was an effort by Saint Louis to deal with critical youth problems of employment and education. It involved high school as teachers and tutors to younger students. The high school students received employment, leadership training and experience. The major issues investigated and reported on are: mission and purpose of Y.E.S., planning and implementation of the program, selection and training of staff, role of high school leaders and what they contributed and received, middle school participants and what they gained, possibilities for further study, summary of strengths and weakness, and recommendations. The evaluation involved attendance at two planning meetings: participation during the training period; site visits; design, administration, and analysis of questionnaires and pre-post tests.

0075

Generalists in human-service systems: their problems and prospects.

Yessian, M.R. ; Broskowski, A. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Service Review 51:2 (June 1977), p. 265-288, University of Chicago Press. p. 180-198. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0076

Getting it together in Chevak a case study of a youth organization in a rural Alaskan village /by G. Williamson McDiarmid.

McDiarmid, G. Williamson. 1983. 53 p. ; 28 cm. Bibliography: p. 53. (NAL Call No.: DNAL HQ796.M2).

Abstract: This paper examines a youth organization developed in a rural Eskimo village both to educate youth and to integrate them into functional roles in the community. What makes this youth organization unusual is that it is entirely indigenous and self-supporting.

It is neither part of a national organization nor is it funded by an outside agency. The data was collected by interview with leaders in the organization, with village leaders, and with youth and their parents. Also, by systematically observing all of CVYA's activities and recording the observations on an instrument specifically designed for this project. Finally, the author searched through past financial records and board meeting minutes for information on the origins and growth of the organization.

0077

The Growing child in competitive sport /edited by Geof Gleeson.

; Gleeson, G. R.; 1927-. London : Hodder and Stoughton, 1986. x, 262 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DLC GV709.2Uk GV709.2).

Abstract: A collection of essays about the various aspects of children and sports. The essays range from training the child athlete to expectations of achievement. Of particular interest are the chapters on stress and expectations and values. The concepts and ideas presented here can be adapted to many other activities not just sports. Although this is primarily a British perspective on competition and children, the concern for children in athletic competition is world-wide and this book consolidates the recent research into one small book.

0078

A guide for the planning, implementation and evaluation of a 4-H camp counselor training /by Lisa Diane Hille.

Hille, Lisa Diane, 1958-. 1985. Thesis (master)--Washington State University, 1985. Vita. x, 149 leaves : ill., forms ; 28 cm. Bibliography: leaves 102-104. (NAL Call No.: DNAL S533.F66H52).

Abstract: The purpose of this study was to develop, implement and evaluate a practical and effective counselor training for the Clallam County 4-Hsummer camp counseling staff; offering a guide for other 4-H or youth camp directors to follow. Felt needs were analyzed from the evaluations by the Clallam County 4-H camp staff of 1983. Unfelt needs were determined through a study of materials in the area of camp counselor training. Two evaluations took place: evaluation of program upon completion of training, and evaluation of the skills learned at the training and their effectiveness upon completion of the week of camp.

0079

Health services utilization models for human services planning.

Veeder, N.W. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Journal of the American Institute of Planners 41:3 (March 1975). p. 101-109. p. 304-314. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0080

Help! I have to plan a training program.

Lubertozi, M. Boulder, Colo. : Association for Volunteer Administration. The Journal of volunteer administration. Spring 1989. v. 7 (3). p. 26-30. Includes references. (NAL Call No.: DNAL HV91.J68).

The purpose of this article is to give the volunteer administrator guidelines for developing training programs of low to medium levels of complexity and criticality. The author first addresses the elements of design, which are assessing learning needs, specifying learning objectives, selecting resources, designing learning activities, and budgeting. Next, she discusses the elements of implementation, which are making arrangements, implementation, and evaluation.

0081

Helping at-risk youth through intergenerational programming.

Ventura-Merkel, C. ; Freedman, M. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1988. v. 17 (1). p. 10-13. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

Current family patterns have reduced the available contact and experience between older and younger persons. Programs are now increasing which bring these two groups together for the mutual benefit of the individuals and society. One type of program links older persons with "At-Risk" youth. The author describes nine of these programs and concludes that, although such programs can not substitute for family support, they are a step in the right direction.

0082

Hooked!.

Turner, S. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Fall 1988. v. 59 (3). p. 8-9. ill. (NAL Call No.: DNAL 1 EX892EX).

The Ohio 4-H Sea Camp on Kelleys Island in Lake Erie provides a hands-on environment and aquatic education program. This article outlines the purposes and content of the camp and shares reactions of teen participants and instructors.

0083

How to design a program evaluation /Carol Taylor Fitz-Gibbon, Lynn Lyons Morris.

Fitz-Gibbon, Carol Taylor. ; Morris, Lynn Lyons,; joint author. Beverly Hills, Calif. : Sage Publications, c1978. "The program evaluation kit was developed ... as a project of the Center for the Study of Evaluation (CSE), University of California, Los Angeles.". 164 p. : ill. ; 22 cm. Includes bibliographies and index. (NAL Call No.: DNAL LB2823.F5).

Abstract: This book presents alternative designs for use in evaluating. Chapter One introduces the reader to evaluation

and the evaluation designs in summative and formative evaluations. Chapter Two includes the elements of a design, such as the different types of groups, the times at which measurements are made, and selecting a design. Chapter Three provides an overview of the different designs used, while Chapter Four concentrates on the control group designs. Control group designs are broken down into the groups of true control groups, which utilizes pretest-posttest and posttest only designs, and the non-equivalent control group of pretest-posttest. Chapter Five examines the time series designs, which includes the time series design and the time series design with a non-equivalent control group, while Chapter Six concerns the before-and-after design. Chapter Seven examines analysis of variance (ANOVA), specifically setting up an ANOVA matrix and interpreting the results. The final chapter deals with how to randomize, as in having a representative sample of the group you wish to evaluate. This book is the third in the Program Evaluation Kit, a series of eight books written to guide and assist in planning and managing evaluations.

O084

Human performance /Paul M. Fitts, Michael I. Posner.

Fitts, Paul Morris, 1912-. ; Posner, Michael I. Westport, Conn. : Greenwood Press, 1979, c1967. Reprint of the ed. published by Brooks/Cole Pub. Co., Belmont, Calif., which appeared in Basic concepts in psychology series. Includes indexes. x, 162 p. : ill. ; 24 cm. Bibliography: p. 151-158. (NAL Call No.: DNAL BF481.F4 1979). Abstract: The purpose of this book is to create a framework for studying human performance based on the physical and intellectual limits of human beings. The first chapter is an introduction to the skills of modern man. The remaining chapters address the following topics: learning and skilled performance, motivation, component processes and performance capacities, measurement of skills, perceptual-motor skills, and language skills.

O085

The Idaho 4-H leadership development workshop, its development and evaluation /K.A. Bramwell.

Bramwell, K. A. s.l. : s.n. , 1986. Thesis (M.S.) -- University of Idaho, 1986. Title from accompanying abstract. 44, 9 leaves ; 28 cm. (NAL Call No.: DNAL S533.F66B722). Abstract: The Idaho 4-H Leadership Development Workshop is a leader training program designed to provide a comprehensive understanding of the 4-H program and to teach the leadership skills necessary to successfully lead a 4-H club. The purpose is to solve some of the chronic problems in the 4-H program; i.e., the drop out rate of leaders and youth, low project completion rates, and low participation in some of the activities and programs. An evaluation

was conducted to determine if the workshop provided information necessary to impact the problems. Descriptive data, ratings of the perceived increase in knowledge and understanding of course concepts, and course evaluation data were analyzed. Findings indicate the workshop may have the potential to provide the education necessary to help solve the chronic problems found in the 4-H program.

O086

Image and action in peace building.

JSISAF. Boulding, E. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1988. v. 44 (2). p. 17-37. Includes references. (NAL Call No.: DNAL HM1.A3J65). That images of the future motivate behavior in the present is a theory with both socio-historical and psychological evidence. Due to the difficulty of generating positive images of the future in the nuclear age, in contrast to the utopian imagery of earlier ages, an experimental workshop was developed by Boulding and Ziegler to help people imagine positive futures--specifically, to image a future world without weapons. The workshop procedures are described, and three case examples are given of imaging groups with widely different background characteristics. Participants were able to create positive imagery in the workshop setting, and their imagery varied according to the background of the participating group. The paper explores the relationships among the intensity of the imaging experience, its saliency for the imager, and the action readiness of the imager; and it raises questions about the role of imaging workshops in the peace movement and the kinds of research that might make such workshops more effective.

O087

An impact evaluation of a rural youth drug education program.

Sarveia, P.D. ; McClendon, E.J. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. Literature review. 1987. v. 17 (3). p. 213-231. Includes references. (NAL Call No.: DNAL HV5808.J68). The author examines the prevalence of drug use among 265 youth who reside in rural northern Michigan and northeastern Wisconsin. The study focuses on use of alcohol, cigarettes, marihuana and cocaine by students in sixth and seventh grade. The results of a comprehensive drug education program carried out at these grade levels is discussed. Students' health beliefs are also considered.

O088

The impact of the extension 4-H program on the lives of 4-H all stars in East Central Extension District /E. Wayne Compton, M. Sexton Burkett.

Compton, E. Wayne. ; Burkett, M. Sexton. Blacksburg, Va? : Virginia Cooperative Extension Service, 1984. Cover title. iv, 12, 11 leaves : 1 form ; 28 cm.

(NAL Call No.: DNAL S533.F66C623).

Abstract: Becoming an All Star is the highest honor a 4-H member can achieve. Since the inception of the 4-H All Star program 60 years ago, 865 4-H youth from East Central District have been tapped into the Virginia 4-H All Stars. Program evaluation and accountability for programs which are funded from the public sector is becoming more and more important as demand for fewer public dollars increases. The purpose of this study was to evaluate the long range impact of the 4-H Extension program in East Central District on the lives of 4-H All Stars. The specific objectives of this study were: 1. To describe 4-H All Stars in terms of selected demographic variables: (a) sex, (b) age, (c) early residence and (d) level of formal education. 2. To determine if there were differences in scores on the 4-H related items (on the survey instrument) which could be attributed to the following demographic variables: (a) sex, (b) age, (c) early residence and (d) level of formal education.

0089

Independent living strategies a program to prepare adolescents for their exit from foster or group care /William V. Griffin.

Griffin, William V. Tulsa, Okla. : National Resource Center for Youth Services, 1987. 72 p. : forms ; 28 cm. Bibliography: p. 52-53. (NAL Call No.: DNAL HV881.G7 1987).

Abstract: The purpose of this book is to provide a practical model for an adolescent independent living program. The benefits of this type of program for the adolescents, the public agency and the allied social service agencies are explained. The book addresses three key areas: 1) adolescent population and services provided by an independent living program; 2) tasks and activities in an independent living program for adolescents; and 3) methods for implementing an independent living program. This text provides resources, a bibliography, and examples of state level independent living policy/regulations.

0090

Indianapolis girls and young women speak out summary of findings from a comprehensive study of metropolitan Indianapolis girls and young women ages 6 to 24 years /by Linda Haas.

Haas, Linda. Indianapolis, Ind. (3050 N. Meridian St., Indianapolis 46208) : conducted for the Alliance for Girls' Services, c1984. Cover title.~ Photocopy. 89 leaves ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HV879.H3).

Abstract: The Alliance of Girls' Services is an organization that includes as its members many Indianapolis agencies that serve girls and young women. In order to plan future programs and keep in step with the contemporary concerns of young females in their service areas, the alliance member agencies commissioned a

three-part research project. Part one: A demographic study, Part two: A telephone survey of agencies, and Part three: Personal interviews with young females. The information generated by the research project is designed to be used in program planning by agencies that serve girls and young women. It covers areas of parent and peer relations; education and employment; sexuality, marriage and parenthood; rule-breaking and drug and alcohol use; recreation; and self concept.

0091

Indicators of quality of the 4-H club delivery system /by John D. Orr.

Orr, John D. Lincoln : University of Nebraska, Cooperative Extension Service, 1985? . 4 p. : ill. ; 28 cm. Bibliography: p. 4. (NAL Call No.: DNAL S533.F66C62).

Abstract: This four-page bulletin reports the finds of a study of Nebraska volunteer 4-H leaders' perceptions of factors they feel contribute to the quality and success of the 4-H club educational delivery system. Of the 9,940 adult volunteers involved in leadership roles with Nebraska 4-H members, a random sample of 230 were surveyed. Their perceptions of indicators of quality are presented here.

0092

Information systems in human services: misconceptions, deceptions, and ethics.

Noah, J.C. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Administration in Mental Health 5:2 (Spring/Summer 1978), p. 99-111. p. 348-356. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0093

Instructional media and the new technologies of instruction /Robert Heinich, Michael Molenda, James D. Russell.

Heinich, Robert. ; Molenda, Michael.-Russell, James D. New York : Macmillan, c1989. xv, 456 p. : ill. ; 28 cm. Includes bibliographies and index. (NAL Call No.: DNAL LB1028.3.H4 1989).

Abstract: This textbook is an introduction to instructional technology. Each chapter includes an outline, objectives, vocabulary, case studies, examples of materials, "how to" procedures, and appraisal checklists where appropriate. The first three chapters address using media for instruction, planning for the use of media, and visual design. Following this the authors provide detailed chapters on several types of media including: nonprojected visuals, projected visuals, audio media, multimedia systems, film and video, and electronic distribution systems. Next the authors describe the operation of various audiovisual equipment. Following this is a chapter on the technologies of instruction which addresses programmed instruction, audio-tutorial systems, cognitive

psychology and cooperative learning. The next two chapters explore simulation and games, and computer-based instruction in detail. Last, the authors look at future trends in educational media.

0094

Interest in the task and interest in peers' work in a competitive and noncompetitive condition: a developmental study.

CHDEAW. Butler, R. Chicago, Ill. : University of Chicago Press. Child development. June 1989. v. 60 (3). p. 562-570. Includes references. (NAL Call No.: DNAL RJ1.C3).

This study tested the hypothesis that focusing attention on relative performance will promote ego involvement and undermine intrinsic motivation in school-age children but not in preschoolers who do not have a normative conception of ability. Children at ages 4-5, 7-8, and 9-10 made pictures from stickers in either a competitive or a noncompetitive condition. As expected, among fourth graders, competition enhanced interest in peers' work, measured during the manipulation, and reduced subsequent interest in the task during a free-play period 4 days later, relative to the noncompetitive condition. Similar, but weaker, trends were obtained at first grade. Among preschool children, the competitive focus did not affect interest in peers' work and slightly enhanced subsequent intrinsic motivation. The correlation between interest in peers' work and subsequent task interest was negative for older children but positive for preschoolers. The results are discussed in terms of the light they shed on developmental shifts in ego involvement and in the functions of social comparison.

0095

Introduction to research in education /Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh.

Ary, Donald. ; Jacobs, Lucy Cheser.~Razavieh, Asghar. New York : Holt, Rinehart, and Winston, c1985. xii, 449 p. : ill. ; 24 cm. Includes bibliographical references and index. (NAL Call No.: DNAL LB1028.A7 1985).

Abstract: This text is designed to familiarize the beginning student in educational research with basic procedures for conducting an original research project while also providing the student with the basic competencies for understanding and evaluating the research of others. The text begins with a overview of the scientific approach as a method of systematic inquiry and a discussion of the role of both inductive and deductive reasoning in scientific thought. This introduction is followed by a section focusing on the formulation of the research question, identifying populations and variables, assembling the review of literature, and deriving hypotheses. A section dealing with statistical analysis discusses the differences between descriptive and inferential statistics and the role of

sampling in inference.~ In this section, an emphasis is placed on matching appropriate statistics to the the type of data to be analyzed and the research questions or objectives of the study. The concepts of reliability, validity, as well as different types of measurement instruments are discussed in a section dealing with the fundamentals of measurement. The heart of the text is a discussion of the major types of educational research including ex post facto, descriptive, correlational, historical, experimental, and survey research. The work concludes with a guidelines for writing research proposals and for analyzing, interpreting, and reporting research results.

0096

An investigation of 4-H camping programs in the United States and their contribution to the growth and development of youth /by Delbert Lance Bullard.

Bullard, Delbert Lance, 1942-. 1979. Thesis (D.E.D.)--Texas A&M University. 1979. Typescript (photocopy)~ Vita.~

"Major subject: Urban and Regional Science.". vii, 88 leaves : forms ; 29 cm. Bibliography: leaves 76-77. (NAL Call No.: DNAL S533.F66B8).

Abstract: This study has been conducted to help state 4-H coordinators realize the importance of current youth development data in the camping program, increase participation, and formulate guidelines for expansion, a survey was prepared to determine the status and characteristics of the program from a national perspective. The study indicated that variations in facilities and programs provided a wide range of youth-centered, leader-directed activities. As a result of the study the following goals were established: to develop a long range plan for coordinating 4-H camping and outdoor education programs on a unified national basis; to develop a plan of action to expand the concept of inter agency cooperation between youth-serving agencies; to develop a curriculum for 4-H camping directors to develop their skills in expanding programming, training techniques, staff and personnel development, budgeting and evaluation.

0097

Issues programming in extension.

; Dalgaard, Kathleen Albrecht. St. Paul, Minn. : Minnesota Extension Service, University of Minnesota, 1988 . Cover title.~ At head of title: Cooperative Extension System.~ "May 1988"--Cover p. 4.~ Includes: Issues programming in extension : executive summary.~ A joint publication of: Extension Service - USDA, EOP and the Minnesota Extension Service.~ "The authors: Kathleen Albrecht Dalgaard ... et al. "--P. 3. 29 p. : ill. ; 28 cm. Bibliography: p. 29. (NAL Call No.: DNAL LC6223.I8).

Abstract: The purpose of this report is to describe a conceptual framework for moving toward issues programming in Extension. The paper starts by defining

issues programming, describes how it differs from the current disciplinary programming used by Extension, existing processes and structure that would support issues programming are analyzed, and ways to move Extension toward issues programming are suggested. An executive summary outlining the full points of the paper is provided.

0098

John Dewey on education selected writings. /Edited and with an introd. by Reginald D. Archambault.

Dewey, John, 1859-1952. ; Archambault, Reginald D. Chicago : University of Chicago Press, 1974, c1964. "Phoenix Edition"--t.p. verso. xxx, 439 p. ; 18 cm. (NAL Call No.: DNAL LB875.D3).
Abstract: This collection contains John Dewey's major writings on education and his basic philosophical positions which are relevant to his educational views. This comprehensive volume should prove valuable to philosophers, educational theorists, teachers and students who want a wide selection of Dewey's educational thought. The writings have been divided into seven general categories including: philosophy and education; ethics and education; aesthetics and education; science and education; psychology and education; society and education; and, principles of pedagogy.

0099

Learning theories for teachers /Morris L. Bigge.

Bigge, Morris L. New York : Harper & Row, c1982. xi, 356 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL LB1051.B5 1982).
Abstract: This book is designed as a text in courses of learning theory, educational psychology, or psychological foundations of education. Chapter One: Why Is Classroom Learning a Problem? introduces the reader to the major theories of learning. Chapter Two: What Early Theories of Learning Are Reflected in Current School Practices? examines the major pre-twentieth century theories of learning. Chapter Three: What Are The Two Major Families of Contemporary Learning Theory? presents the Stimulus-Response Conditioning Theory and the Gestalt-Field Theory, while Chapter Four: How Do The Two Families of Contemporary Learning Theory Describe the Learning Process? introduces the premise of each theory.~ The other chapters in this book explain several theories of learning and ideas in teaching, such as Skinner's Operant Conditioning Theory, Gagne's Behavioristic-Elastic Psychology, Bandura's Social Learning Theory, the Cognitive-Field Theory of Learning and its use in conjunction with life space, and Bruner's Cognitive Psychology in reaction to teaching and learning. Other topics include how learning transfers to new situations, how teaching is related to learning, teaching for explanatory understanding, and reflective teaching and learning. This book fundamentally describes the modern theories of

learning.

0100

Learning to cooperate, cooperating to learn /edited by Robert Slavin ... et al.

; Slavin, Robert E. New York : Plenum Press, c1985. Rev. versions of papers originally presented at the second conference of the International Association of Cooperation in Education, held at Brigham Young University, Provo, Utah, July 1982. xiii, 472 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DLC LB1032.L36 1985).

Abstract: A comprehensive book on cooperative learning based on the Second Conference of the International Association of Cooperation in Education in July 1982. The essays presented here are revised versions of the papers given at this conference. Starting with the basic concepts of cooperative learning, these essays then move into more detailed approaches to this type of learning. Topics covered include cooperation and competition in children, learning in small and/or cooperative groups, cooperative learning in science and mathematics and in multi-cultural groups, and the promotion of cooperative learning. Although most of the research presented here deals with classroom learning, many of these concepts can be applied to nonathletic out-of-school activities.

0101

Life on the margins: how academically at-risk early adolescents view themselves and school.

Strahan, D. Tucson, Ariz. : The Journal. The Journal of early adolescence. Winter 1988. v. 8 (4). p. 373-390. Includes references. (NAL Call No.: DNAL HQ796.J62).
The purpose of the present study was to explore how academically at-risk seventh graders expressed views of themselves and of school. Previous investigations have provided a profile of marginal high school students as feeling disconnected from the academic world of school. This investigation compared journal entries and interview responses from ten students with similar academic histories who had been more successful in seventh grade. Results suggested that the two groups expressed similar views of peer and parental relationships. Students who were retained expressed much lower expectations for success than students in the comparison group. Retained students' perceptions of their academic futures seemed disconnected from present performance and current assignments. These findings encourage middle grades educators to examine their perceptions of students, incorporate more peer interactions into academic activities, and extend efforts to help students reflect upon the relevance of educational activities.

0102

Life skills development through 4-H a survey of adolescent attitudes /by Olivia P. Collins.

Collins, Olivia P. 1984. Thesis (M.S.)--University of Nebraska--Lincoln, 1984. Typescript (photocopy). 95, 22 leaves ; 28 cm. Bibliography: leaves 89 -95. (NAL Call No.: DNAL S533.F66C68).

Abstract: This study was to investigate 4-H adolescents' attitudes about life skills development through 4-H and the influences on this development. All 4-H youth 13 to 19 in 11 Nebraska counties voluntarily completed a written questionnaire with the consent of their parents. The sample consist of 360 teens; 62.8% girls and 37.2% boys. Percentages and frequency counts were used to describe personal and family characteristics, perceptions concerning family relationships and 4-H participation, and persons, projects, and activities influencing life skills development. The Pearson Correlation Coefficient was used to examine the relationship between life skills learning and family strengths. The t-test was used to examine the difference between boys and girls in life skills learning, importance of parent participation in 4-H, and influence of groups other than 4-H on life skills development. The analysis of variance was used to examine the relationship between years enrolled in 4-H, life skills learning, and family strengths.~ The findings show that life skills are learned through 4-H and there is a correlation between life skills learning and family strengths and that the longer young people are enrolled in 4-H, the more they perceive life skills are learned.

0103

The limits of evaluation.

Smith, W.C. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Winter 1984. v. 55 (1). p. 24-25. ill. (NAL Call No.: DNAL 1 EX892EX).

The author cites experiences of campers to show that success cannot always be measured or shown in writing. He poses the question of how one measures the long-term impact of 4-H activities, personal growth, and the effect 4-H activities and counselors have on long-term attitudes.

0104

Looking in classrooms /Thomas L. Good, Jere E. Brophy.

Good, Thomas L., 1943-. ; Brophy, Jere E. New York : Harper & Row, c1987. xii, 612 p. : ill., forms ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL LB1025.2.G62 1987).

Abstract: The central purpose of the book is to help teachers, supervisors, principals, and other educators or administrators develop skills in observing and describing interactions between teachers and students in a classroom situation. By becoming more skilled in classroom observation, the

authors contend that, teachers can enhance their effectiveness in attaining educational objectives and goals by modifying behaviors in accordance with what is observed. In addition, the book also presents relevant knowledge, research, teaching techniques, and other findings that can be used to increase teaching teacher effectiveness. In short the book outlines a method for observing, describing, and understanding classroom behavior that can be instrumental in developing a teaching style that facilitates reaching individual and classroom objectives.~ Topics covered in the book include; (1) classroom life; (2) classroom complexity and teacher awareness; (3) seeing in classrooms; (4) teacher expectations; (5) modeling; (6) preventing problems; (7) coping with problems effectively; (8) motivation; (9) mastery learning, individualized instruction, and open education; (10) teaching heterogeneous classes; (11) instruction; and (12) improving classroom teaching.

0105

Making instructional materials readable.

Parker, E.T. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. Apr 1989. v. 28 (4). p. 26-27. (NAL Call No.: DNAL LB1028.5.N3).

In this article the author gives seven practical guidelines for making instructional materials more readable for the average reader. He also gives examples of objective measures of readability.

0106

Management design: a competency approach to create exemplar performers.

Castle, D.K. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. May/June 1989. v. 28 (5). p. 42-48. Includes references. (NAL Call No.: DNAL LB1028.5.N3).

This article describes how to develop a Performance Profile to evaluate competencies of average and superior performers in an organization. The Performance Profile is based on the Ideal Role Micro Approach which combines Job Task/Function Analysis and Job Competence Assessment. The author describes the four steps necessary to develop the profile, including defining performance effectiveness criteria, identifying the sample, identifying competencies, and identifying organizational performance characteristics. The author then discusses how to develop soft skills training programs based on the profile results. The five steps discussed are recognition, explanation, feedback, practice, and job transfer.

0107

Measuring life skills development resulting from 4-H activitiesDaniel E. Lindsey.

Lindsey, Daniel E. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension

4-H Agents 42nd Annual Conference, Nov. 6-10, 1988 Minneapolis, MN.~ "317-T3.". 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.130). Abstract: Objective: To review survey methods and resultant data from participants in the 4-H program at the 1987 Minnesota State Fair. Outcomes: Participants will develop an understanding of methods to collect and analyze data pertaining to the effectiveness of 4-H activities as contributors to the development of life skills. Content: A review of research on the perceptions of life skill attainment resulting from State Fair 4-H programming Methods: Participants will work through an experiential exercise to develop and share methods for collecting and analyzing data on 4-H activities.

O108

Mental self-government: a theory of intellectual styles and their development.

Sternberg, R.J. Basel : S. Karger. Human development. July/Aug 1988. v. 31 (4). p. 197-224. Includes references. (NAL Call No.: DNAL RC952.A1H85). A theory of mental self-government is presented that proposes a set of intellectual styles as a bridge between intelligence and personality. According to the theory, intellectual styles can be understood as governmental in (a) function (legislative, executive, judicial), (b) form (monarchic, hierarchic, oligarchic, anarchic), (c) level (global, local), (d) scope (internal, external) and (e) leaning (conservative, progressive). The article is divided into four main parts. The first discusses alternative models for understanding intelligence, including geographic, computational, and anthropological ones. The second part presents the model of intelligence as mental self-government, and presents a theory of intellectual styles. The fourth part summarizes main points, and discusses the main conclusions to be drawn from the article. A key point to understanding performance in school, work, and personal life is that people naturally seek to match their preferred intellectual styles to tasks and situations that draw upon these styles. As a result, it is necessary in counseling, diagnosis, and training, to take into account styles as well as level of intellect.

O109

Mentorships and the perceived educational payoffs.

Miller, L.M. ; Thomson, W.A.~Roush, R.E. Bloomington, Ind. : The Journal. Phi Delta Kappan. Feb 1989. v. 70 (6). p. 465-467. Includes references. (NAL Call No.: DNAL LJ121.P4P4). The use of practicing scientists and mathematicians as mentors for secondary science and math teachers will not only improve the teacher's math and science teaching skills, but will also increase their self-respect and renewed enthusiasm for teaching. This was the conclusion reached by the Houston area

Mathematics and Science Improvement Consortium in which 33 teachers from 15 public school districts were in attendance during the summer of 1987. Some of the educational payoffs of the mentoring project include dissemination effects, collegial dynamics, professional renewal, low monetary investment and professional image. This approach, if therefore replicated throughout the country, will dramatically improve science and mathematics education contends the report.

O110

Michigan Early Adolescent Survey final report /conducted by: the Department of Family and Child Ecology and 4-H - Youth Programs, Cooperative Extension Service, Michigan State University. ; Joanne Keith and Leah Hooper.

; Keith, Joanne.~Hooper, Leah. East Lansing, MI : Michigan State University Cooperative Extension Service. 1985? . "With support from the Agricultural Experiment Station and the Cooperative Extension Service, Michigan State University."~ "4-H 1338.". 59 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ792.U5M5).

Abstract: The overall purposes of the survey were to (1) develop a profile of Michigan early adolescents that focused on out-of-school activities and included biological, psychological, and sociological information, (2) develop a profile of families which included early adolescents, (3) assess the developmental needs of Michigan early adolescents and their families, (4) identify how early adolescents used their out-of-school time and how they would like to use it, and (5) gain information related to specific 4-H Youth Program topics. Data were the results of a state-wide survey of 304 early adolescents and their parents conducted in 1983. Subjects were selected using a stratified multi-stage cluster sampling technique. This report provides descriptive data. Descriptive findings are reported on self-esteem, self-management, career exploration, sex role attitudes, stress and coping, family communication,~ family relationships, family time, parental expectations, parental needs for help outside the home, activities outside of school and other topics of interest to 4-H.

O111

The modern practice of adult education from pedagogy to andragogy /Malcolm S. Knowles.

Knowles, Malcolm Shepherd, 1913-. Englewood Cliffs, NJ : Cambridge Adult Education. 1980? . 400 p. : ill. ; 26 cm. Includes bibliographies and index. (NAL Call No.: DNAL LC5215.K6 1980). Abstract: This book provides a comprehensive, practical guide to the theory and practice of adult education. The text is intended for students of adult education, teachers, trainers, administrators, program planners, and activity leaders. Topics include: the

emerging role and technology of adult education; lifelong learning; organizing and administering programs of adult education; assessing needs and interests; evaluating programs; and, helping adults learn.

O112

Natural resources for the next decade.

Krasny, M.E. ; Decker, D.J. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 16-17. ill. (NAL Call No.: DNAL 1 EX892EX). This paper reviews the current status and future needs for stronger linkages between Extension 4-H programs in New York and the research providers such as universities, agencies and private organizations with interest in natural resource education. New opportunities are described through programs such as science interns, master anglers, and sport fishing/aquatic resources.

O113

Needs assessment: a critical perspective.

Kimmel, W.A. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Needs Assessment: A Critical Perspective, prepared by Wayne A. Kimmel for the Office of Program Systems, Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, December 1977.~ Literature review. p. 289-304. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

O114

A new approach to the dropout problem.

Woodring, P. Bloomington, Ind. : The Journal. Phi Delta Kappan. Feb 1989. v. 70 (6). p. 468-469. (NAL Call No.: DNAL LJ121.P4P4).

This report deals with the need to understand that keeping all adolescents in high school until they graduate will not necessarily solve the nation's problems. Statistical data and other relevant evidence are used to prove the disadvantages of prolonged years in school. Various reasons why students drop out of school are cited. The report suggests that most urban dropouts need a complete change of environment which can be achieved by the establishment of a revised version of the Civilian Conservation Corps (CCC) of the 1930's.

O115

No contest the case against competition / Alfie Kohn.

Kohn, Alfie. Boston : Houghton Mifflin, 1986. Includes index. viii, 257 p. : 24 cm. Bibliography: p. 229-246. (NAL Call No.: DLC HM291.K634 1986).

Abstract: This book examines the myth of competition prevalent in American society today. The author covers the various issues associated with competition such as competition and production in the work force, sport competition, interpersonal relationships, and women and

competition. At the conclusion, suggestions are offered to lessen the role competition has in today's society. An extensive bibliography is included.

O116

Occam's razor and juliet's rose.

Cartier, F. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. Feb 1989. v. 28 (2). p. 29-31. (NAL Call No.: DNAL LB1028.5.N3).

The article addresses the author's belief that enough consideration is not given to the naming of a program. The author's theory is that many excellent opportunities are missed and much confusion is caused because of the misinterpretation of the name of a program, research, ect. He suggests that more consideration be given to the selection of a name.

O117

Often difficult--but worth it.

Collaboration among professionals.

Walker, J.A. Madison, Wis. : Extension Journal. Journal of extension. Winter 1988. v. 27. p. 8-10. (NAL Call No.: DNAL 275.28 J82).

This article examines the problems encountered to achieve a successful collaborative effort between extension professionals and academic researchers. A joint effort between the Minnesota Extension Service and the University of Minnesota School of Medicine on stress, depression and suicide prevention among teens is used for this analysis. A description of the program is first provided. Next, the issues in collaboration are highlighted, and finally the lessons drawn from this type of project are enumerated.

O118

Older volunteers and youths with disabilities team up to find jobs.

Reece, C. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1988. v. 17 (1). p. 14-15. ill. (NAL Call No.: DNAL HV701.C51).

The author describes a joint project of the Foundation for Exceptional Children and the National Council on the Aging, Inc. called Team Work. Youth aged 18 to 25 who are "job ready" but have some type of learning problems and or retardation are paired with older volunteers who serve as the youth's mentors or coaches. This program is being piloted in Northern Virginia. The author describes the program methods with examples. The program benefits are noted as is the desire to expand the program into the District of Columbia and Maryland.

O119

Organizational decline and cutback management.

Levine, C.H. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted with permission from Public

Administration Review 38:4 (July/August 1978), p. 316-325. p. 56-70. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0120

Outdoor adventures encourage youths to S.T.A.Y. in school.

Wasylyshyn, V. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Sept/Oct 1988. v. 17 (5). p. 16-21. ill. (NAL Call No.: DNAL HV701.C51).

This report looks at how the YMCA Support, Tutoring and Adventures for Youth (S.T.A.Y.) program is helping teens in Manchester, New Hampshire to stay in school. The topics discussed include program structure, education component of the program, and adventure component. Specific activities including family involvement are also discussed. Results show that at the end of the program in August 1988, 96 youths had graduated from the program.

0121

Participants in the 4-H junior leadership program their characteristics, attitudes, and experiences /by Christine M. Fisher.

Fisher, Christine M. 1982. Thesis (M.S.) -- Ohio State University, 1982. 67 leaves : ill. ; 28 cm. Bibliography: leaf 67. (NAL Call No.: DNAL S533.F66F52).

Abstract: The purpose of this study was to describe the characteristics, attitudes and perceptions of Ohio Junior Leaders about the Junior Leadership program. Junior Leaders from 10 counties in Ohio participated. A mailed questionnaire was used to collect data. The most valuable leadership activities were found to be helping with Junior Fair activities, teaching younger 4-H members and being a camp counselor. Respondents ranked the most important purpose of Junior Leadership to be to learn to lead groups and secondly, to meet people and make friend. The areas of training which respondents believed they needed most were how to motivate 4-H members to participate, how to recruit new members and styles and concepts of leadership. The type of recognition that respondents indicated they would like to receive was certificates, plaques, or trophies. Recognition by advisors and 4-H agents was also desired.

0122

Peace fair or warfare: educating the community.

JSISAF. De Rivera, J. ; Laird, J. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1988. v. 44 (2). p. 59-80. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Psychologists who wish to promote peace and justice must investigate how to mobilize the political will of the people in order to improve the policy making of the elite. This is the second study in a program of action research

designed to investigate ways of encouraging people to accept personal responsibility for influencing governmental foreign policy. It reports an attempt to create an ideal educational experience--a peace fair--that would provide the set of conditions that the first study suggested were essential for the acceptance of personal responsibility. The fair was successful in convincing individuals that they personally could do something to help prevent nuclear war. However, it revealed a serious weakness in the current peace movement--an inability to portray convincingly a course of national action that could promote peace and justice. This is an essential component for efficient action. Suggestions are made for the next round of research.

0123

Perceptions of benefits derived by individuals participating in Wyoming 4-H programs /by Mary Kay Wardlaw.

Wardlaw, Mary Kay. 1985. Thesis (M.S.)--University of Wyoming, 1985. "May, 1985."-- Plan B paper. iv, 76 leaves : 28 cm. Bibliography: leaves 45 -49. (NAL Call No.: DNAL S533.F66W34).

Abstract: The purpose of this study was to determine benefits derived by individuals participating in Wyoming 4-H programs. Information in this study can be used by professional Extension staff to implement new, and improve existing 4-H programs. A mail survey of Wyoming 4-H members was conducted. The questionnaire consisted of statements with a 5-point Likert scale and three open-ended questions. The Statistical Package for the Social Sciences "frequencies" program was used to analyze the data. The sample revealed Wyoming 4-H offers positive consequences including knowledge gains, self-attitude development, social attitude and behavior development, happiness, environmental awareness, and future opportunities exploration. Negative consequences reported were unfair competition, too much emphasis on winning, lack of challenge for older members, and interference with other activities. Recommendations for program improvement are included. Counties are encouraged to conduct surveys of local needs and concerns.

0124

Perceptions of 4-H members, leaders and county agents toward the Montana 4-H vegetable gardening projects /by Susan Lynn McMaster.

McMaster, Susan Lynn. 1985. Thesis (M.S.)--Montana State University, 1985. Photocopy. viii, 90 leaves : 28 cm. Bibliography: leaves 49-51. (NAL Call No.: DNAL S533.F66M23).

Abstract: This study was designed to investigate the perceptions of 4-H members, 4-H leaders and county agents toward the Montana 4-H vegetable gardening projects with respect to experience and skills they felt were important to the projects, instructional

materials, weaknesses and strengths of the projects, and recommendations for change or improvement of the project. Data were gathered through the use of mailed questionnaires sent to a random sample of 35 county agents, 60 4-H leaders and 145 4-H members. Acquiring the knowledge and developing the skills needed to care for and manage a well planned vegetable garden project were strengths of the gardening projects and too little emphasis on the basics of vegetable gardening were weaknesses of the Montana vegetable gardening projects.

0125

Perspectives and program proposals for an applied research collaboration by the Center for Youth Development and Research and the 4-H Youth Development Program of the Agricultural Extension Service, University of Minnesota a consultant report /by Zvi Eisikovits. Eisikovits, Zvi. St. Paul, Minn. : The Center, 1982. Cover title. ~ "October 1982.". 17 leaves ; 28 cm. Bibliography: leaf 17. (NAL Call No.: DNAL S533.F66E36).

Abstract: The information which constitutes the basis of this report was collected by a variety of qualitative methods. Semi-structured interviews were conducted with key people both at CYDR and the 4-H. All senior CYDR faculty were interviewed. Also interviewed were 4-H administrative personnel, agents, and volunteers. Particular attention was given to the perspectives of youth involved and not involved in 4-H, although time constraints prevented planned personal interviews with youth around the state. This document has presented an outline for developing a CYDR-based research unit to focus on the research and knowledge utilization needs of 4-H. It is suggested that such a research component could help 4-H personnel to dramatize and utilize the youth development potential in their organization. The author feels such a development is timely and necessary since Minnesota has an appropriate research unit with a closely compatible orientation.

0126

Perspectives on the future of Extension. JHDEA. Thomson, J.S. ; Buck, S.~Herman, M. Washington, D.C. : American Home Economics Association. Journal of home economics. Spring 1989. v. 81 (1). p. 9-12. Includes references. (NAL Call No.: DNAL 321.8 J82). This article discusses factors which will influence the future of the Cooperative Extension System. First, the author describes Extension's changing environment, including societal and technological changes, and the role of government. Discussions of Extension's changing character and the role of the home economist in the future of Extension are discussed. The author concludes with a series of questions which needs to be considered if home economics is to remain a vital part of Cooperative Extension in the future.

0127

Policy analysis methods and governmental functions.

MacRae, D. Jr. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Stuart S. Nagel, ed., Improving Policy Analysis (Sage Focus Editions, vol. 16, 1980), p. 129-151. p. 360-375. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0128

Post-then-pre evaluation: measuring behavior change more accurately.

Rockwell, S.K. ; Kohn, H. Madison, Wis. : Extension Journal. Journal of extension. Summer 1989. v. 27. p. 19-21. Includes references. (NAL Call No.: DNAL 275.28 J82).

This article describes a "pre-then-post" method of self-report evaluation. First, the authors present the problems with the pretest-posttest evaluation of behavior change. Next, a description of the "post-then-pre" design is given. The evaluation of an Extension nutrition course using this method is described.

0129

A power-politics approach to social welfare organizations.

Gummer, B. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Service Review 52:3 (September 1978), p. 349-361. University of Chicago Press. p. 47-56. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0130

Practical evaluation /Michael Quinn Patton.

Patton, Michael Quinn. Beverly Hills : Sage Publications, c1982. Includes index. 319 p. ; 23 cm. Bibliography: p. 308-313. (NAL Call No.: DNAL H62.P3). **Abstract:** Patton's Practical Evaluation is geared toward evaluators who do relatively small-scale evaluations; its primary concern is for "evaluators operating at the local or state level under severe resource constraints and with little supportive research infrastructure." As the title suggests, it is an extremely practical evaluation guide based on the fundamentals, or basic skills required for effective evaluation. The author defines evaluation fundamentals as occurring within a framework of utility, feasibility, accuracy, and propriety. Chapters are devoted to each of the fundamentals and cover such things as writing proposals; identifying, organizing, and working with an evaluation task force; goal clarification; design alternatives; questionnaire construction; interviewing; managing information systems; data analysis; making recommendations; and fostering utilization of findings. ~ The chapters present the basic material that Patton uses in evaluation workshops he conducts

for evaluators, program staff, and program directors. The emphasis of this book is on learning and practicing the fundamentals of evaluation in order that useful information can result from the process. Evaluation issues such as models and types of evaluation also are discussed. Patton provides a chapter devoted to reviewing the overall themes of the book: taking professional standards seriously, actively involving decision makers and information users in the evaluation process, multiple evaluator roles and responsibilities, and individual style. Practical Evaluation is a useful resource for those seeking to carry out practical and utilization-focused evaluations.

O131

A process model for changing organizations from within.

Brager, G. ; Holloway, S. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Administration in Social Work 1:4 (Winter 1977), p. 349-358. p. 198-208. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

O132

Professional growth and support through peer coaching.

Raney, P. ; Robbins, P. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. May 1989. v. 46 (8). p. 35-38. Includes references. (NAL Call No.: DNAL L11.E38).

This article describes the development of a peer coaching program. An overview of the Peer Coaching Training Sessions and follow up sessions is given. The first session includes instruction on colleague coaching and cognitive coaching. The authors also give hints for making a peer coaching program work and outline the benefits of such a program.

O133

A Profile of community-youth organization members, 1980from the High School and Beyond Study of the National Center for Education Statistics.

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study conducted under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ796.P7).

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage

probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

O134

A Profile of junior achievement members, 1980from High School and Beyond Study of the National Center for Education Statistics.

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3605.P7).

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

O135

A Profile of vocational student organization members, 1980from the High School and Beyond Study of the National Center for Education Statistics.

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980? . Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3613.V6P7).

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in

American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

O136

Program evaluation a practitioner's guide for trainers and educators : sourcebook /Robert O. Brinkerhoff ... et al. .

; Brinkerhoff, Robert O. Boston : Kluwer-Nijhoff ; Hingham, Mass. : Distributors for North America, Kluwer Boston, c1983. xxvii, 223 p. ; 25 cm. Includes bibliographies. (NAL Call No.: DNAL HV11.P739).

Abstract: The "Sourcebook", and included "Casebook", comprise two parts of a three-part package designed as a set of references for use by individuals involved in the evaluation of educational programs. The works have a broad base of application ranging from evaluation of corporate training programs to educational programs for youth. The materials provide a framework for designing, conducting, and utilizing evaluation for the purpose of improving current or future educational programs. They are written for the practitioner as guidelines for conducting useful and practical evaluation projects. The "Sourcebook" begins with a discussion of various interpretations of the meaning of evaluation followed by a step by step treatment of the major components of an evaluation project. The authors identify the following as major components of conducting a program evaluation: (1) focusing an evaluation and clarifying its purpose; (2) designing an evaluation; (3) collecting information; (4) analyzing information; (5) reporting - interpreting and using evaluation findings; (6) managing evaluation activities; and (7) evaluating evaluation efforts. A chapter of the book is devoted to each of these major components. A companion material to the sourcebook and included "Casebook" is the "Design Manual" which contains a programmed set of directions, worksheets, examples, and checklists designed for tailoring an evaluation to a particular use.

O137

Program evaluation a practitioner's guide for trainers and educators : sourcebook and casebook /Robert O. Brinkerhoff ... et al. .

; Brinkerhoff, Robert O. Boston : Kluwer-Nijhoff ; Hingham, Mass. :

Distributors for North America, Kluwer Boston, c1983. xxvii, 385 p. ; 25 cm. Includes bibliographies. (NAL Call No.: DNAL LB2806.P7).

Abstract: These materials concern designing, conducting, and using evaluation in training, teacher education, and other professional development programs and projects in private and public agencies, public schools, and colleges and universities. The underlying assumption is that evaluation should be useful for improving current and/or future training efforts.

O138

Project management: the series. Managing follow-up evaluation.

Greer, M. Washington, D.C. : The National Society for Performance and Instruction. Performance & Instruction. May/June 1989. v. 28 (5). p. 10-15. Includes references. (NAL Call No.: DNAL LB1028.5.N3).

This article presents methods of managing and organizing follow-up evaluations. In the article the author focuses on what the manager can do to make the evaluation run smoothly, rather than specific instructions for conducting evaluations. The author begins by defining the three levels of evaluation. Next the author discusses the typical tasks required in a follow up evaluation, including defining the objectives, developing the tools, implementing the strategy, analyzing the data, and reporting the results. He closes with three principles that can be applied to project management.

O139

Psychology applied to teaching /Robert F. Biehler, Jack Snowman.

Biehler, Robert F. 1927-. ; Snowman, Jack. Boston : Houghton Mifflin, c1986. Includes indexes. xiii, 718 p. : ill. ; 24 cm. Bibliography: p. 694-704. (NAL Call No.: DNAL LB1051.B4 1986).

Abstract: This book presents data on educational psychology for educating students on the undergraduate level. It is intended to be used as: 1) a textbook containing scientific knowledge about development, learning, objectives, motivation, evaluation, and individual differences; 2) a source of practical ideas and suggestions to be converted into specific teaching techniques; and, 3) a reference work to be consulted to analyze aspects of instruction. Topics include: stage theories of development; age-level characteristics; taking into account what students are like; formulating instructional objectives; providing instruction (behavioral, cognitive, and humanistic theories); motivation; evaluating performance; and, maintaining an effective learning environment.

O140

Qualitative evaluation methods /Michael Quinn Patton.

Patton, Michael Quinn. Beverly Hills : Sage Publications, c1980. Includes index. 381 p. ; 23 cm. Bibliography: p.

369-374. (NAL Call No.: DNAL H62.P32).
Abstract: Patton's Qualitative Evaluation Methods is geared toward the scientific researcher or applied social scientist who wants to expand his or her evaluation repertoire. It is not a "how to" book, but rather it serves as a reference for scholarly exploration of alternatives to strictly quantitative evaluation processes. The book will assist social scientist in determining when it is appropriate to use qualitative methods and how to get useful and valid data. Patton present a flexible approach to the selection of evaluation methods. It is known as the paradigm of choices: using different methods for different situations. The emphasis is on the importance of understanding the background and context of a situation in order to analyze and interpret data. The text is divided into three parts. Part I is concerned with conceptual issues in the use of qualitative methods for evaluation research.~ Topics in this selection include the definition and recognition of qualitative data, qualitative method strategies, theoretical bases and ideals for qualitative research, and the development of multimodal evaluation designs. The compatibility of qualitative evaluation methods with different evaluation models and processes is presented. Patton sets forth a checklist of evaluation situation for which qualitative methods are appropriate. Part II deals with collecting qualitative data. Covered in this section are such things as strategies and techniques for qualitative interviewing, the stages of fieldwork, the importance of field notes, and various methods of observation. Part III focuses on the analysis, interpretation, and evaluation of qualitative data. The emphasis is on deriving useful information which is supported by theory to help in decision-making processes.

O141

Quality indicators 4-H Club-delivery method : evaluation study / major investigator, John D. Orr .
 Orr, John D. Lincoln, Neb. : Nebraska Cooperative Extension Service, Institute of Agriculture and Natural Resources, University of Nebraska, 1984. "September 1984." v, 108 p. : 28 cm. Includes bibliographies. (NAL Call No.: DNAL S533.F6606).
Abstract: The focus of this study was the volunteer 4-H leaders perception of selected quality indicators as related to 4-H clubs. To arrive at potential quality indicators for the study, evaluations, printed 4-H literature, and books relating to adolescent education were reviewed. A list of 106 potential quality indicators was developed and considered before the questionnaire was devised. This questionnaire was sent to a stratified random sample of 230 adult volunteer leaders in the state. With the input from this sample, indicators of quality found in the 4-H program were identified, and the 4-H youth

development program was identified as being a quality program.

O142

Readings in community organization practice /edited by Ralph M. Kramer, Harry Specht.
 ; Kramer, Ralph M.~Specht, Harry. Englewood Cliffs, N.J. : Prentice-Hall, c1983. iv, 444 p. : 24 cm. Includes bibliographical references. (NAL Call No.: DNAL HV41.R4 1983).
Abstract: This book is a selection of readings on the practices of community organization and social planning, encompassing the elements of community organizing, participation, program planning, and policy analysis. Chapter One: Contexts: Community and Organization deals with the sources of the conditions that need to be amended, which includes communities and organizations. Chapter Two: Citizen Participation examines the participation of people in community organization and social planning. Chapter Three: Professional Change Agents and Their Strategies and Chapter Four: The Process of Program Planning: Knowledge and Technology concern the major aspects of the planning practice, program development and planning design. Chapter Five concludes this book with discussions on various aspects of social policy. This book offers much of the current thinking on community organization for the 1980s and 1990s.

O143

Representing consumer interests: the case of American health planning.
 Morone, J.A. ; Marmor, T.R. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Ethics 91 (April 1981), p. 431-450. University of Chicago Press. p. 127-142. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

O144

The results of the section concerning program emphasis in 4-H from the 1982 survey conducted by the Ohio Cooperative Extension Service /by Stephen D. Schumacher.
 Schumacher, Stephen D., 1959-. c1983. Thesis (M.S.)--Ohio State University, 1983. Vita. vii, 105 leaves : 28 cm. Bibliography: leaves 104-105. (NAL Call No.: DNAL S533.F66S393).
Abstract: The purpose of this thesis was to identify where emphasis should be placed with the different program units in 4-H and to determine the relationships of the following selected attribute variables: sex, age, area of employment and area of residence. The principal conclusions found were that the respondents felt that some program units should be given higher emphasis while others should be given lower emphasis. Also there were significant differences between groups of each selected attribute variable.

0145

Rhode Island and the world our connections to developing countries : international adventures guide for 4-H leaders /by Meg Little Warren and David H. Abedon.

Warren, Meg Little. ; Abedon, David H. Providence, R.I. : University of Rhode Island, College of Resource Development, Cooperative Extension, 1987 . Cover title. 48 p. : ill. ; 28 cm. Includes bibliographical references (p. 48). (NAL Call No.: DNAL HC59.7.W3). Abstract: This curriculum guide is designed to assist leaders conduct activities that will help group members: recognize the inter dependence of the world's people and particularly the commonality of interests between the United States and developing countries; appreciate the rich diversity of custom and culture in the world, as well as our essential kinship with persons from developing countries; learn about successful development assistance projects, as well as some of the obstacles to development; and consider ways to make a difference in the development process. This guide is intended for use with upper elementary and middle school children but can be adopted to upper grade levels by assigning older children research projects and involving them in leadership roles.

0146

The roles of neighborhood organizations in urban service delivery.

Rich, R.C. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Urban Affairs Papers 1 (Fall 1979), p. 81-93. p. 143-154. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0147

The semantics of participation.

Vandervelde, M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Administration in Social Work 3:1, Spring 1979, p. 65-78. p. 95-105. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0148

Services integration.

Agranoff, R. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Managing Human Services (Washington, D.C.: International City Management Association, 1977), p. 527-564. p. 327-348. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0149

Shaping the organizational context for black American inclusion.

JSISAF. Pettigrew, T.F. ; Martin, J. New York, N.Y. : Plenum Publishing Corporation. The Journal of social

issues. Spring 1987. v. 43 (1). p.

41-78. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Recent gains in black occupational status, importantly aided by such programs as affirmative action, have created new interracial job situations throughout American society. This paper reviews the problems that arise at the recruitment, entry, and promotional stages for black Americans. The problems arise from two interrelated sources: the structure of the situations themselves and the operation of antiblack prejudice in both its traditional and modern forms. A social psychological analysis is advanced that emphasizes the biases introduced by the "triple jeopardy" these new workers often endure: (1) negative racial stereotypes, (2) the solo role--when the worker is the only black in the work group, and (3) the token role--when new black workers are viewed by white co-workers as incompetent simply because they received their jobs through affirmative action. The barriers to black inclusion created by this triple jeopardy are discussed at several levels: biased and stressful recruitment practices; assumed dissimilarity and exaggerated expectations on entry; and later polarized, biased evaluations of performance. These processes often deny the new black employee needed realistic feedback and informal social support. The results, then, can involve not only biased evaluations but actual decrements in black job performance. The analysis is illustrated by several suggested micro-remedies. But these micro-remedies alone are unlikely to be sufficient unless administered in the larger context of structural, macro-remedies. Two illustrative macro-remedies are advanced, both of which aim to prevent solo situations and enlarge the black pool of qualified workers.

0150

Situational instruction: a strategy for facilitating the learning process.

Smith, D.H. Washington, D.C. : American Association for Adult and Continuing Education. Lifelong learning. Apr 1989. v. 12 (6). p. 5-9. Includes references. (NAL Call No.: DNAL LC5201.L5).

The purpose of this article is to present a conceptual framework for designing quality instruction. The author begins by presenting basic factors of the learning process and conditions for instruction based on these factors. Next, the author describes the Situational Instruction Model which emphasizes content, instruction, and the learners' educational maturity. Also discussed are application of this model and design of situational instruction. Two tables are included which show the relationship of this model to levels of learning. Last, the need for situational instruction is summarized.

0151

Situational-specific approaches.

Farmer, J. Jr. ; Buckmaster, A.~LaGrand, B. Washington, D.C. : American Association for Adult and Continuing Education. Lifelong learning. Nov 1988. v. 12 (3). p. 8-13. Includes references. (NAL Call No.: DNAL LC5201.L5). The authors describe a model for situational-specific approaches to designing and implementing adult and continuing education programs. This model focuses on the situation being addressed. Three examples of the model put into practice are outlined. The model can be used to help adult and continuing educators design courses that are appropriate in both unchanging and changing situations. The use of the model can also enable program planners to develop and implement approaches to adult education which combine aspects of standard designs (e.g. andragogical, Tylerian) for the development of a custom-made program.

0152

The social comparison of ability.

Dakin, S. ; Arrowood, A.J. S.l. : s.n. . Human relations. This publication is not owned by the National Agricultural Library. Feb 1981. v. 34 (2). p. 89-109. Includes references. (NAL Call No.: DNAL A00018). This article, based on a doctoral dissertation, examines the theories of social comparison processes, reviews the early literature of the field, presents an experiment to measure three forms of ability comparison, redefines social comparison processes and offers suggestions to revise this theory.

0153

The social context of competition.

Sherif, C.W. Urbana, Ill. : University of Illinois Press, 1976. Social problems in athletics / edited by Daniel M. Landers. This publication is not owned by the National Agricultural Library. p. 18-36. (NAL Call No.: DNAL A00011). A summary of the large amount of research into competition and its effects on children, this essay effectively covers such topics as learning to compete, differences in standards and goals, psychological effect of competition, inadequacies in research into competition, and effects of prolonged competition. In general, a child learns to compete during socialization in a particular social context. Differences in standards and goals of various types of competition can help to understand competition and to facilitate changes. Careful consideration must be given to the child's psychological well being before, during, and after a competitive event. Future research into competition must include the social context of competition and study the effects of competition over a long period of time. If careful planning is conducted, competitive activities can be beneficial and even fun.

0154

The social planning design guide: process and proposal.

Zweig, F.M. ; Morris, R. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Work, vol. II, no. 2 (April 1966), p. 13-21. p. 280-288. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0155

Social program implementation: the demand for accountability.

Gates, B.L. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Chapter 3 of Social Program Administration (Englewood Cliffs, N.J. : Prentice-Hall, Inc. 1980).~ Literature review. p. 403-421. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0156

Social psychological aspects of competition for male youth sport participants. I. Predictors of competitive stress.

Scanlan, T.K. ; Lewthwaite, R. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. 1984. v. 6 (2). p. 208-226. Includes references. (NAL Call No.: DNAL A00016). A first of four interrelated research articles, this one analyzes the predictors of competitive stress in young male athletes focusing on individual athletic competition. 76 wrestlers ranging in age from 9 to 14 years of age participated in a pre-event and post-event questionnaire on stress and its influences and causes. Results show that pre-event stress can be predicted by personal performance expectations and competitive trait anxiety while post-event stress is affected by the win-loss outcome and the amount of fun experienced. Additional factors which can cause stress include parental pressures to win and worries about failure, adult expectations, and social evaluation. These latter concepts need further investigation to determine extent of their influence in individual athletic competition.

0157

Social psychological aspects of competition for male youth sport participants. II. Predictors of performance outcomes.

Scanlan, T.K. ; Lewthwaite, R.~Jackson, B.L. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. Dec 1984. v. 6 (4). p. 422-429. Includes references. (NAL Call No.: DNAL A00016). A second series of four articles, this article focuses on predictors of performance outcome (win-loss) of 76 wrestlers in age 9 to 14 years old. For this study it hypothesized that winners

would have more years competitive sport experience; higher personal performance expectations; and less worries about failure, adult expectations, and social evaluation. Based on findings, outcomes can, for the most part, be determined by the above factors. This concept provides an important aspect of performance outcomes; experience and psychological factors do influence the outcome of a competitive event.

O158

Social psychological aspects of competition for male youth sport participants. III. Determinants of personal performance expectancies.

Scanlan, T.K. ; Lewthwaite, R. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. 1985. v. 7 (4). p. 389-399. Includes references. (NAL Call No.: DNAL A00016).

A third in a series of four interrelated articles, this analysis examines what determines personal performance expectations. The study group is 76 wrestlers ranging in age from 9 to 14 years. Hypothesis included are 1) higher self-esteem and higher perceptions of abilities would result in higher generalized performance expectations; 2) success (a win) and positive evaluations from parents and coaches also would result in higher generalized performance expectations; 3) high generalized expectations would result in high specific performance expectations; and 4) success would result in higher specific performance expectations for the next competition event. Results indicate initial evidence that higher self-esteem, success in previous events, and more positive evaluations of performance create higher generalized expectations and that higher generalized expectations allowed for higher specific expectations. Additional studies are recommended to determine how strong of correlation exist.

O159

Social psychological aspects of competition for male youth sport participants. IV. Predictors of enjoyment.

Scanlan, T.K. ; Lewthwaite, R. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. 1986. v. 8 (1). p. 25-35. Includes references. (NAL Call No.: DNAL A00016).

The last of four articles, this study looks into the predictors of enjoyment for male athletes. The same group of 76 wrestlers ages 9-14 years are studied. It is predicted that athletes with higher perceptions of ability would experience more enjoyment than athletes with lower perceived ability and athletes perceiving more positive adult evaluation and affective performance reactions and more adult involvement and interactions in athletic events would perceive more enjoyment. These hypotheses received support from this

study. Also presented here is a model of sport enjoyment which can be adapted to any type of activity which involves youth.

O160

Social psychology in athletics /Bryant J. Cratty.

Cratty, Bryant J. Englewood Cliffs, N.J. : Prentice-Hall, c1981. xiii, 303 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DLC GV706.4 .C72DLC GV706.4.C72).

Abstract: Written for students studying sport psychology and for coaches and athletes themselves, this book examines the psychosocial theories and research which surrounds the world of sports and athletes. Each chapter discusses in depth a particular aspect of social psychology as it relates to sports and also provides a section called "Implication for the Coach." This section can provide useful suggestions for other concerned groups such as parents or 4-H youth leaders. Of particular interest are the chapters on "Early Social Experiences and Later Athletic Participation," "Competition and Cooperation," "The Athlete's Motives within a Social Context," and "Group Motives and Aspirations." These chapters provide well written reviews of the current research into their respective areas in which many concepts are applicable to nonathletic youth organizations.

O161

Strengthening 4-H in schools.

Burrows, C. ; Zaremba, S. Madison : Extension Journal. Journal of extension. July/Aug 1982. v. 20. p. 18-22. Includes references. (NAL Call No.: DNAL 275.28 J82).

The potential of "4-H in the schools" is unlimited. A gap exists between the world as experienced by students in classrooms and the rest of the world. If schools encourage students to take advantage of community opportunities outside the instructional program, then students may be better able to relate school studies to the rest of their lives. "4-H in the schools" can provide instructional resources, things and places to explore, and hands-on experiences. 4-H and schools can become partners in education, each building on the other's strengths. Accordingly, it is recommended in the authors' study that 4-H change its identification from an informal "out-of-school" educational program to a "non-formal, educational, character and skills-building youth program."

O162

Structuring knowledge for expert system solutions: Specifying problem attributes.

Grabubger, R.S. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. Feb 1989. v. 28 (2). p. 40-43. Includes references. (NAL Call No.: DNAL LB1028.5.N3).

This article is part of a series of

articles which discuss expert decision solutions. Methods used to define a problem as well as the attributes of a problem are discussed in detail. The discussion includes how to identify the attributes which are the primary problem and the problem values. These attributes provide a road map to the expert system solution process.

O163

Student motivation /edited by Russell Ames, Carole Ames.

; Ames, Russell.; 1945--Ames, Carole. Orlando : Academic Press, 1984. xii, 340 p. : ill. ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: GASU \$i LB1065.S88 1984).

Abstract: This collection of essays consolidates the current research about student motivation in education. These essays are written by researchers who have made major contributions to the theoretical and empirical literature. Topics include theories on student motivation, internal factors of motivation, classroom and situational factors, and increasing student motivation. The chapter on competition, cooperation and individualism is an excellent summary of the research into how motivation is affected by these concepts.

O164

Students' preferences for male or female counselors for social and educational problems.

Rich, Y. ; Brook, M.-Yechieli, D. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1989. v. 24 (94). p. 433-438. Includes references. (NAL Call No.: DNAL HQ793.A44).

Fifty-eight male and 66 female junior high school students were examined to determine their preferences for sex of counselor under personal/social and educational hypothetical counseling situations. Girls demonstrated a definite same-sex preference for both counseling situations, while boys preferred male counselors for personal/social counseling and had opposite-sex preferences for educational counseling. Implications of findings are discussed in light of earlier contradictory results from research on college students.

O165

A study of the effect of 4-H membership on societal behavior /by Geraldine Holt.

Holt, Geraldine. 1981? . 1 v. (various foliations) ; 29 cm. Bibliography: leaves 1-2 (4th group). (NAL Call No.: DNAL S533.F66H62). Abstract: This research was undertaken to study the relationship between 4-H membership and the presence of positive behavioral patterns among past 4-H members against patterns of those not in the program. Both the study and control participants were from San Bernardino County, California, with the study group having been enrolled in 4-H during 1973-74. Participants in the control group were neighbors of the 4-H respondents, and of similar age and sex.

Responses to questionnaires asking for sociodemographic; community involvement; societal behavior; drug, alcohol and cigarette use; age, ethnicity and sex information were tested for association using the standard Chi-square test. When tested for significance by years of membership, in many areas, those involved in the 4-H program five or more years show significantly more positive behavior than those in only one year. The conclusion, as a result of this study, is that 4-H does appear to significantly influence the lives of those involved and induce them to become more responsible members of society.

O166

Summary of early 1984 survey responses on Minnesota 4-H camping programs /Jerry Beker.

Beker, Jerry. 1984. Cover title.~ Letter dated May 21, 1984. 4, 3, 2 leaves of plates : forms ; 28 cm. (NAL Call No.: DNAL S533.F66B45).

Abstract: This is a summary to the responses to a camping questionnaire sent to all Minnesota counties in 1984. The findings have not been analyzed in this report. There is a copy of the questionnaire attached as well as a list of respondents' general suggestions on 4-H camping.

O167

Survey of 4-H natural resource project members and alumni /prepared by James L. Byford.

Byford, James L. 1981. Cover title.~ "January 1981.". 16 leaves ; 28 cm. (NAL Call No.: DNAL S533.F66B92).

Abstract: This report is the result of an effort by the National 4-H Natural Resources Committee to evaluate current, short term, and long term effects of 4-H natural resources projects on the lives of 4-H'ers. Efforts were made to contact as many 4-H'ers and former 4-H'ers as possible who had demonstrated excellence in any of the natural resources projects in all states. Contacts with clientele to be surveyed were made by state 4-H departments and state natural resources extension specialists who work or have worked with clientele. Most responses were forwarded directly to the committee; some were sent to the state contact and then on to the committee. Results from 142 persons from 21 states are presented in table forms with selected comments from respondents as to the value of natural resources to them.

O168

Survival skills for managers /by Marlene Wilson.

Wilson, Marlene. Boulder, Colo. : Volunteer Management Associates, c1981. 264 p. : ill. ; 23 cm. Includes bibliographies. (NAL Call No.: DNAL HD31.W557).

Abstract: Marlene Wilson's "Survival Skills for Managers" provides a comprehensive and practical guide for those who manage others in increasingly technocratic organizations. Her view, which emphasizes creativity, asserts that efficiency in organizational

programming is not enough. She argues that "it is often within well-managed and efficient programs that people are hurting most" and her creative management approach stresses that people must come to feel that they are as important as the program. This guide provides applicable tools such as worksheets and action guides, assessment instruments to help clarify orientations, and theoretical frameworks for volunteer and staff managers; together the chapters provide a comprehensive look at saving managers from falling into common organizational pitfalls.~ Chapter I investigates the creative process, looks at the hostile environment that most organizations provide for creativity, discusses creative blocks, and provide strategies to use to become a more creatively-minded manager. Chapter II discusses some of the societal problems that affect all organizations and presents creative problem-solving models and techniques. Chapter III is concerned with theoretical orientations toward power, the stages of power, and power's processes. Practical tips for improving negotiation skills are presented. The final three chapters deal with conflict management, stress management, and time management. These chapters present models and theories appropriate for each topic, but more importantly, skills and coping strategies for each problem area are outlined. The practical, yet scholarly, orientation of this book will help managers not only to survive, as the title suggests, but also to thrive in the modern workplace.

O169

Systematic planning for educational change /William G. Cunningham.

Cunningham, William G. Palo Alto, Calif. : Mayfield Pub. Co., 1982. Includes index. xvi, 323 p. : ill. ; 24 cm. Bibliography: p. 297-311. (NAL Call No.: DNAL LB2806.C8 1982).

Abstract: This textbook presents techniques and procedures for planning and implementing of plans in educational administration. The publication includes theoretical as well as practical information about human resources management in educational administration. Topics include: the planning process; putting plans into action; fiscal planning; participation and the planning process; group involvement and communication; task planning and coordination; decision making; reducing resistance through organizational development; and, planning for educational futures.

O170

Task performance and perceived training needs of North Dakota 4-H ambassadors /by Hugo Antonio Huapalla Naupay.

Huapalla Naupay, Hugo Antonio. 1984. Colloquium paper (M.S.)--North Dakota State University, 1984. Typescript (photocopy). vii, 113 leaves : forms ; 28 cm. Bibliography: leaves 97-99. (NAL Call No.: DNAL S533.F66H7). Abstract: The purpose of this study was

to identify leadership tasks which North Dakota 4-H Ambassadors felt appropriate for them to perform and to determine their ability to perform those tasks. The population of the study was the seventy-three North Dakota 4-H Ambassadors. A questionnaire was developed and sent to each 4-H Ambassador. Frequencies, percentages, and averages were determined in analyzing the data. 4-H Ambassadors are mostly rural youth consisting of two-thirds female; college students with seven or more years of experience as a 4-H member; and four or less years as a 4-H Ambassador. A majority felt the 65 given leadership tasks were appropriate. A majority of the respondents reported being well prepared to perform half of the 65 given leadership tasks.

O171

Taxonomies and typologies of adult education.

Rachal, J.R. Washington, D.C. : American Association for Adult and Continuing Education. Lifelong learning. Oct 1988. v. 12 (2). p. 20-23. ill. Includes references. (NAL Call No.: DNAL LC5201.L5).

Because the adult education professional's exposure to the field is often limited to one or just a few of the many aspects of the field of study, there is a continuing need to classify all aspects. The author presents a brief overview of adult education typologies from 1936-1987 and follows with a proposed typology in the content-purpose approach. The label of each category suggests the type of content and the purpose of the form. Using the analogy of a tree, the author has identified and described five areas (limbs) on the adult education tree: liberal, occupational, self-help, compensatory and scholastic. The implications of the typology are primarily organizational with the goal of providing a useful theoretical framework for designing curricula, funding, resource allocation, priority setting and in general providing a broader concept of the adult education field than is often considered.

O172

A Taxonomy of the Knowledge Base for 4-H Youth Development Education phase 1 /Charles W. Lifer, project director ; Gary W. Gerhard, researcher.

; Lifer, Charles W.~Gerhard, Charles W. Washington, D.C. : Cooperative Extension System, 1987. Final report.~ "A project conducted jointly by the 4-H Youth Development Unit of the Cooperative Extension Service and the United States Department of Agriculture, Science and Education/Extension Service"--Cover.~ August 1987.~ OSU-PRK-1. 1 v. (various pagings) : ill. ; 28 cm. (NAL Call No.: DNAL aS533.F66T3).

Abstract: The Knowledge & Research Base of Extension 4-H Youth Development is funded by the Extension Service of the United States Department of Agriculture, Science and Education Office. Two

Land-Grant Universities cooperated with officials of USDA and the National Agriculture Library, Beltsville, Maryland, to identify the knowledge and research base of Extension 4-H Youth Development education and extract/compile the foundation materials for a database to strengthen researched based 4-H youth development education throughout the United States of America. Lists of Books, Journals, Associations, Organizations, In-Service Education in Cooperative Extension Services, Knowledgeable Individuals, Coursework, and Other Resources have been sorted for the use of educators according to the five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication; Educational Design, Youth Development, Youth Program Management, and Volunteerism.~ This information will comprise the underpinnings of an electronic database entitled "4h prk" to be housed at National Agriculture Library (NAL) and accessible both electronically and hard-copy loan to youth development educators through the AGRICOLA and Inter-library loan systems.

O173

Teaching adults effectively /Alan B. Knox, editor.

; Knox, Alan Boyd.; 1931-. San Francisco : Jossey-Bass, 1980. Includes index. viii, 104 p. ; 24 cm. Bibliography: p. 96-100. (NAL Call No.: DNAL LC5219.T4). Abstract: The central purpose of the work is to identify important concepts and practices in adult education to help the teacher or supervisor increase the effectiveness of teaching. The sourcebook is comprised of a collection of nine chapters, each written by a leading author in adult and continuing education. The first five chapters each deal with a specific provider agency and clientele. Learning settings addressed are evening credit courses, limited education audiences, corporate training programs, community colleges, and distance learning. Chapters six through eight address major concepts, practices, and other literature that helps teachers increase effectiveness. Topical areas discussed in these chapters include critical decision making for teachers, small group instruction, and supervision of teachers of adults. The final chapter reviews major concepts of teaching adults effectively and also summarizes key implications for action.

O174

Teen-link: promoting health awareness among adolescents.

Vernon M.E.L. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1988. v. 17 (1). p. 20-24. 11l. Includes references. (NAL Call No.: DNAL HV701.C51). Natural good health during adolescence is a myth says this North Carolina author. In the 1980's youth are experiencing a number of problems which carry a high mortality rate such as suicide, substance abuse, teen

pregnancy, accidents, and violent behavior. Teen Link was developed in Durham, North Carolina to combat these problems. The author describes implementation and networking for the program. Program evaluation and participant motivation is also discussed.

O175

Teenagers & 4-H /authors: Stephen F. Hamilton, Sheryl Kenny.

Hamilton, Stephen F. ; Kenny, Sheryl. New York, N.Y.? : National Association of Extension 4-H Agents, 1984? . Cover title.~ Research conference, paper no. ~ For the presentation at the 4-H ... Keystone of the future, National Association of Extension 4-H Agents, 40th Annual Conference. 7 leaves ; 28 cm. Bibliography: leaf 7. (NAL Call No.: DNAL S533.F66H32). Abstract: 4-H club membership rolls from two New York State counties were used to select a sample of 62 young people who were currently teenagers and had been 4-H members five years earlier. In telephone interviews they were asked whether they were still 4-H members and why or why not. Teens who had dropped out complained about the absence of challenge, the narrowness of social contacts, and the dominance of adults. To retain more teenagers, 4-H must offer diverse activities, increasing leadership, and adult leaders who are skilled in working with adolescents.

O176

The transagency approach: a model for serving children with HIV infection and their families.

Woodruff, G. ; Sterzin, E.D. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. May/June 1988. v. 17 (3). p. 9-14. (NAL Call No.: DNAL HV701.C51).

Project WIN was created in Boston to provide appropriate, community-based services for intravenous (IV) drug using families and their children who are at risk for, or diagnosed with AIDS, AIDS Related Complex (ARC) or Human Immunodeficiency Virus (HIV). The project uses a transagency service delivery approach which is coordinated by a board composed of representatives from 31 organizations. Children under the age of six whose parents are involved in or have completed treatment programs for IV drug using families are typically labor-intensive clients. This approach has resulted in more coordinated, cost effective, and efficient referral and intervention process.

O177

TV news & children / Peggy Charren and Carol Hulsizer .

Charren, Peggy. ; Hulsizer, Carol. Cambridge, Mass. : Action for Children's Television, c1987. Cover title. 25 p. : 11l. ; 22 cm. (NAL Call No.: DNAL HQ784.T4C5).

Abstract: This book was developed in response to many of the questions raised

about the effect of TV news on young audiences. It briefly identifies some of the problems relating to children and news, and proposes some ideas for broadcasters, families, and schools to consider. It explores the idea that children are as important a target for news and information programming as are adults. The book also gives information on how to help children cope with the news, especially items which may be unsettling to children such as the shuttle disaster and the Chernobyl explosion.

O178

Two Boy Scout troops the impact of the troop culture on what boys learn /by Anne Shinkwin and Judith Kleinfeld.

Shinkwin, Anne. ; Kleinfeld, Judith. Fairbanks, Alaska : Institute of Social and Economic Research, University of Alaska, 1983 . "Prepared for the National Institute of Education under research grant NIE-G-79-0153."~ Distributed to depository libraries in microfiche.~ "May, 1983."~ Stamped on cover: ED232834. 32 p. ; 28 cm. Bibliography: p. 32. (NAL Call No.: DNAL HS3313.S5).

Abstract: To obtain an understanding of the goals of scouting and how these goals were to be achieved, organizational literature (the Boy Scout Handbook and the Troop Committee Guidebook, merit badge pamphlets, etc.) was analyzed. To obtain an understanding of how troops actually functioned, two different Boy Scout troops were observed for seven months. In this study, local troop ideology emerged as the key variable in explaining troop differences; adults define the ideology and most youth members support it. The educational experience each troop created differed profoundly, even though each followed the official scouting program.

O179

Urban planning as policy analysis: management of urban change.

Rondinelli, D.A. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from the Journal of the American Institute of Planners, vol. 39, no. 1, January 1973, p. 13-22.~ Literature review. p. 375-388. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

O180

Utilization-focused evaluation /Michael Quinn Patton.

Patton, Michael Quinn. Beverly Hills : Sage Publications, c1978. 304 p. ; 23 cm. Bibliography: p. 292-303. (NAL Call No.: DNAL H62.P37).

Abstract: In this book the author presents a comprehensive model for evaluation built upon the central premise that evaluation research must be capable of producing findings that can be effectively used in program decision making. The author draws upon relevant research, personal experience, and a

body of knowledge from a variety of disciplines in development of the work. Case studies, examples and various scenarios are presented to help introduce the major points of each chapter. The first three chapters set a framework for thinking about the evaluation process. Chapters Four and Five introduce the concept of decision makers and information users and their relationship to identifying the focus of the evaluation. Chapters Six and Seven discuss the notion of goals in the evaluation process while Chapter Eight deals primarily with the implementation of the evaluation project. Chapters Nine through eleven discuss paradigms of evaluation research and design as well as subsequent analysis, interpretation, dissemination, and utilization of the findings. The comprehensive model proposed by the author is outlined in Chapter 12 in a step-by-step fashion.

O181

Volunteers, resource for human services.

Naylor, H.H. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Volunteers, Resources for Human Services, by Harriet Naylor. Reprinted from Project Share--Occasional Paper Series, p. 5-35. p. 154-164. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

O182

A water quality weekend.

Butterfield, M.R. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Fall 1988. v. 59 (3). p. 41. ill. (NAL Call No.: DNAL 1 EX892EX).

Delaware 4-H children ages 8-12 years of age, participated in weekend camps focusing on hydrologic cycle and groundwater pollution. The program design helped visualize pollution. The article reviews the curriculum and structure of the camps.

O183

Which is it? Conventionally or systematically designed instruction or ..

Grovdahl, E.C. ; Lange, R.R. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. Feb 1989. v. 28 (2). p. 32-34. Includes references. (NAL Call No.: DNAL LB1028.5.N3).

A study was done to determine the extent of the agreement among corporate instructional designers and university professors on the characteristics that differentiate a conventional versus a systematic designed corporate training program. Conventionally designed instruction and systematically designed instruction are defined along with a comparison of the two methods. The results show that a balance should be struck between the practitioners and professors on their perceptions of instructional design.

0184

Why kids play or do not play organized sports.

Weinberg, R.S. Indianapolis, Ind. : Phi Epsilon Kappa Fraternity. Physical educator. This publication is not owned by the National Agricultural Library. May 1981. v. 38 (2). p. 71-76. Includes references. (NAL Call No.: DNAL A00017). This article discusses some of the reasons why youth choose to participate in sports and others choose to drop out of sports. Reasons for participating include the need for affiliation with peers, the need to excel in an activity, and the need to control or dominate other people. Reasons for dropping out include too competitive, other interests, no longer fun, and too much stress. This article also discusses the problems associated with awards to encourage better performance.

0185

Why trees are important.

Mathis, T. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 7. ill. (NAL Call No.: DNAL 1 EX892EX). This school enrichment program in South Carolina focused on forestry and involved 900 youth. The design included a variety of instructional techniques during the one hour program.

0186

Winning, the psychology of competition /Stuart H. Walker ; ill. by Thomas C. Price.

Walker, Stuart H. New York : Norton, c1980. Includes index. xiv, 266 p. : ill. ; 24 cm. Bibliography: p. 265-266. (NAL Call No.: DLC BF637.C47 W34 1980DLC BF637.C47W34 1980). Abstract: Written for the person who loves to compete, the author discusses how one can improve their competitive edge. Drawing for Eric Berne's concept of the psyche, Walker uses the concept of Child as motivation, Parent as preparation, and Adult as mental toughness. The latter concept is divided by ego functions relative to competition such as self-appraisal and object relations. He also discusses what constitutes competition and competence. Although this book does not present empirical data, the author does provide insights from well known competitors on why they compete. As the author states in the forward, this book is designed for the competitor whether a winner or a loser but most likely the losers in competitive events will read this to become winners.

0187

Youth participation & experiential education /Daniel Conrad and Diane Hedin, guest editors.

; Conrad, Daniel.; 1938-~Hedin, Diane. New York : Haworth Press, c1982. 156 p. : ill. ; 23 cm. Includes bibliographical references and index. (NAL Call No.: DNAL HV701.C47).

Abstract: This book is divided into three sections. Each section is

comprised of articles from leading experts. The experts discuss the present and future impact of experiential education on adolescents. The volume addresses critical theoretical issues of experiential education and its impact and value in light of major research studies. The authors describe seven exemplary youth participation programs. A bibliography is provided.

0188

4-H = fishing + families + fun.

McCarty, S.I. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 40-41. ill. (NAL Call No.: DNAL 1 EX892EX). Every adult attending this Fishing Workshop was encouraged to bring along a youth. Instruction included fishing and related technique training, as well as, how to teach youth for the adults. The author reported 92 percent of the adults felt the inclusion of youth positively influenced their decision to attend and 90 percent reported that having the youth there enhanced their own experience.

0189

4-H Calculating Consumer Project its effect on members' knowledge, attitude, and behavior /by Shirley W. Hastings.

Hastings, Shirley Welch, 1949-. 1985. Thesis (Ph. D.)--Oklahoma State University, 1985. Cover title.~ Typescript (lithograph copy)~ Vita. viii, 128 leaves : forms ; 29 cm. Bibliography: leaves 78-87. (NAL Call No.: DNAL S533.F66H292). Abstract: The purpose of this quasi-experimental study was to assess the impact of the 4-H Calculating Consumer Project on 4-H members' knowledge of consumer practices, their attitudes regarding consumer practices, and their adoption of positive consumer practices. A stratified random sample of 19 4-H clubs composed of 399 boys and girls, 12 to 15 years of age was randomly assigned to the control group and the experimental group. The research designed utilized pretest, posttest and a 3 month follow-up. Data analysis showed no significant difference in pretest scores between control and experimental groups, statistical analysis using t-tests revealed significant difference (p=.0001) in posttest scores between the experimental and control groups in knowledge, attitude, and practice adoption. Volunteer commitment level, was similar for all volunteer project leaders.~ The positive effects of the project materials remain significant three months following the conclusion of instruction.

0190

4-H camping does it develop life skills?

/by M. Sexton Burkett, J. David Barrett. Burkett, M. Sexton.; Barrett, J. David. Blacksburg, Va? : Virginia Cooperative Extension Service, 1985. 7 leaves ; 28 cm. (NAL Call No.: DNAL S533.F66B84). Abstract: This study had a 3-fold

purpose: to describe 4-H'ers in terms of ten demographic variables; to compare scores of the two study groups on ten 4-H survey items; and to determine the relationship between demographic variables and the 4-H survey items. Results indicated that the treatment and control groups of 4-H'ers were the same age, predominately female, enrolled as in-school members and had a predominantly rural background. There was indication that 4-H'ers who had camped, knew more 4-H'ers by their first name and worked on more 4-H projects, had performed more leadership roles, had worked on more 4-H project books, had completed more project books, had learned more skills, held an overall more positive feeling toward 4-H, and were more willing to continue their involvement with 4-H. In general, the demographic variables were not strongly associated with the 4-H survey items.

O191

4-H camping around the issues Allan T. Smith.

Smith, Allan T. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ "317-T13.". 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.126).

Abstract: Camping can be your most effective way of involving youth in addressing Extension's National Priorities. Hear results from those who have actually tried dozens of ideas in their camps. Most will share how-to information on adapting their programs to your camp settings. Many programs involve using camp to start youth involvement which will go on for months in home communities. Some programs use youth in a community development model, to inform adults. Several use the camp food service and physical activities as teaching opportunities for nutrition and fitness. Others involve campers in natural resources learning and conservation activities at camp, or with the camp as base. Water Quality is taught in several successful camp activities, and Human Capital Development opportunities occur in camp sciences experiences which develop positive attitudes toward the sciences. Hear about high-quality teaching material for camps recently developed by CES in states, agencies. Learn about successful 4-H efforts in the "Touch American Project." Learn effectiveness in addressing Extension's National Priorities and Critical Issues.

O192

4-H goes aquatic.

Fox, B.W. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Fall 1988. v. 59 (3). p. 25. ill. (NAL Call No.: DNAL 1 EX892EX).

This report on the Virginia Senior 4-H Marine/Aquatic Leadership Camp targets both water-related issue education and leadership training for older 4-H youth.

O193

4-H impact on Nebraska home extension club members /John D. Orr and Kenneth L. Nelson.

Orr, John D. ; Nelson, Kenneth L. Lincoln, Neb. : Nebraska Cooperative Extension Service, 198-?. Caption title. 2 p. : ill. ; 28 cm. (NAL Call No.: DNAL S533.F66063).

Abstract: This study was designed to answer questions as to impact of 4-H programs on Home Extension Club members and to determine what percentage of the members of the Nebraska Council of Home Extension Clubs has been involved in 4-H either as members, parents, or leaders. A survey was developed and mailed to a random sample of 400 Nebraska Home Extension Club members. Findings indicate two-thirds of those responding felt the 4-H program was a very important part of the youth educational structure; 60% felt it was very effective in teaching home economics skills and attitudes; over 40% had been 4-H members; 66% had children in 4-H at some point; and 44% had served as volunteer leaders.

O194

4-H participation and personal development as perceived by twelfth grade members in Delaware County, Iowa /by Rodney Bruce Hamer.

Hamer, Rodney Bruce. 1981. Thesis (M.S.)--Iowa State University of Science and Technology, 1981. Typescript (photocopy). iii, 73 leaves ; 29 cm. Bibliography: p. 58-60. (NAL Call No.: DNAL S533.F66H239).

Abstract: A study to describe the relationship between participation in Delaware county 4-H activities and 4-H member's personal development. Twelfth grade students who were members of 4-H clubs in Delaware county served as the population for the study. Forty-eight of the 60 members participated in this research. The members self-selected the level of treatment in which they were exposed before the research began. Three instruments were used: 4-H Activity Inventory, Jury's Importance Survey of Delaware County 4-H Activities, and Personal Development Inventory. Participation in 4-H was the only factor measured in the study which could affect member's responses on the Personal Development Inventory. Other factors not considered could have influenced a respondent's score on any of the scales measured. Therefore, the evidence which measured the relationship between participation and personal development indicated a tendency, but not conclusive cause and effect.

O195

4-H school enrichment projects as a precursor to traditional programming in a native American culture /by Galyn Knight.

Knight, Galyn. 1988. November, 1988. 5, 4, 4 leaves ; 28 cm. Bibliography: leaf 4. (NAL Call No.: DNAL S533.F66G32).

Abstract: Navajo Native Americans have historically been underrepresented when

comparing their participation in the 4-H program against their total population. A 4-H school enrichment (SE) program was introduced into the Ganado Intermediate School during the 1984-85 year. Several different projects were offered. Data was collected to determine any shift in numbers of clubs or members within the study area. All new members and leaders belonging to traditional clubs within that area were surveyed to determine what effect, if any, the 4-H SE projects had in their decision to participate in a traditional 4-H club. Findings of this research indicate 4-H SE programs can be effective in creating traditional 4-H clubs. It is important that the SE program is enjoyable, that adults see the value of youth participation, and that they identify it with 4-H.

O196

4-H self-concept building in century III.

Fu, V.R. ; Wampler, K.W. Madison, Wis. : Extension Journal. Journal of extension. Nov/Dec 1979. v. 17. p. 15-19. Includes references. (NAL Call No.: DNAL 275.28 J82).

A study of 222 9-13 year olds to determine their attitudes towards sex-roles was made to help develop ways to create positive self-worth in times of changing sex-roles. The result of the study showed these preadolescents maintain traditional sex-role attitudes with males perceived to be more aggressive while females were thought of as dependent and cooperative. Recommendations to create nonsexist sex-roles attitudes are given.

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